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ABSTRACT

The study investigated the effectiveness of two modeling training techniques in simulation formats to teach consultation skills to 45 elementary level regular class teachers for use with parents of learning disabled children and special education specialists. The study was designed to answer three questions: Can Ss learn consultation skills by modeling? Are the Triadic Model of Consultation and the Informal Negotiation Model effective or useful in this teacher training context? and Can simulation/modeling training be effective in 2 hours? The two treatment conditions were a live simulation training technique and the use of videotaped models demonstrating consultation methods. Both treatments taught the following skills: giving feedback, asking clarifying/information gathering questions, refocusing, providing consensus statements, providing a comfortable retreat, and circumventing an impasse. Ss were also given the Situation Reaction Test which requires giving appropriate verbal responses to educational planning problems, and were rated on in-school behaviors including number of formal conferences with parents of a handicapped child, number of informal contacts with parents, number of formal conferences with the resource specialist, and the number of informal contacts with the resource specialist regarding a handicapped child. Results indicated that consultation skills could be learned by modeling. The Triadic Model of Consultation appeared to be an accurate reflection of the role relationships between the resource specialist and the regular teacher, and the Informal Negotiation Models offered a possible structure for role simulations. It was also concluded that both two hour treatments were effective, though the live treatment appeared to have better long range transfer effects and the videotaped training showed more immediate results. (DB)

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The Acquisition of Consultation Skills by Means of Two Simulation Techniques for Regular Class Teachers Engaged in Joint Planning of Educational Programs for Learning Disabled Children

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The Acquisition of Consultation Skills by Means of Two Simulation Techniques for Regular Class Teachers Engaged in Joint Planning of Educational Programs for Learning Disabled Children

CHAPTER I

THE PROBLEM

Need

For the regular classroom teacher the passage of the Education for All Handicapped Children Act of 1975, P.L. 94-142, and its mandated full implementation by 1978, may represent several innovations in the structure and practice of the public school. This legislation has introduced additional levels of administrative personnel into the existing hierarchy of regular education, as well as the additional position of the special education resource person into each school. While this resource person provides the service of coordinating and developing programs for students with handicapping conditions, the very presence of such a coordinator may seem to thrust the regular class teacher further down the ladder of decision making (Lortie, 1975).

The new public law also caused the special education services delivery of the nation's public schools to become a vast field testing for severaluntested theories. One major theory implied by the EHA under the topic, least restrictive environment, continuum of alternative placements (Subpart E., 121a. 551), posited the role of the special education resource person. Charged with the responsibility of consulting with

regular teachers in the educational planning for children with learning disabilities and other mild handicapping conditions, the resource person assists in the development of programs to be carried out in the regular class exclusively or in conjunction with resource room help.

Although the resource person in special education had already been tried in pilot projects and had been mandated by several states in anticipation of the federal law, the wholesale implementation of the resource or consulting teacher found many regular teachers, many special educators, and whole school systems underprepared. New role relationships were presumed easy to establish for these regular teachers and special education teachers-turned-resource person. Though the EHA placed considerable emphasis on training of regular class teachers in the conditions, rights, and rules imposed by P.L. 94-142, little emphasis was placed on training regular teachers in consulting skills for joint educational planning with resource persons.

The Triadic Model of Consultation

The new role relationships are expressed clearly in a model developed by Tharp and Wetzel (1969), and applied to special education services delivery by Tharp (1975). The Triadic Model of Consultation postulated the functional relationships of three positions in a triad: (1) the consultant, or special education resource person; (2) the mediator, or the regular class teacher; and (3) the target, or the handicapped child being served in the regular classroom.

Tharp and Wetzel (1969) stated that the flow of services is unidirectional from the consultant to the mediator to the target. Tharp (1975) noted that the mediator or regular teacher exerts the same sources of influence on the child as the consultant exerts on the mediator. The sources of influence include positive and negative reinforcement, modeling, feedback, and cognitive restructuring.

Tharp (1975) further noted that the unidirectional flow of services implied a tacit contract between the consultant and the mediator to the effect that the consultant will not attempt to influence the child directly, and the mediator will accept influence from the consultant. The graphic in Figure 1 expresses both the relationships and the directional flow of influence as posited by Tharp and Wetzel (1969).

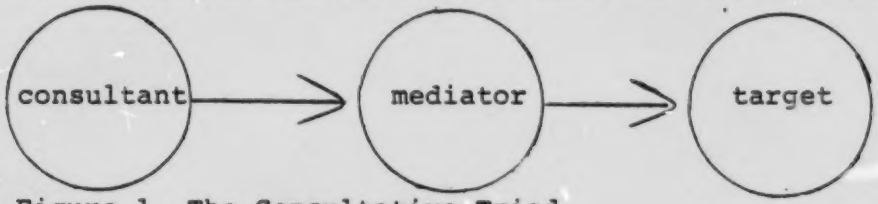

Figure 1. The Consultative Triad

It is one thing to mandate the implementation of a new system of human services delivery in special education, but another thing entirely to expect that regular teachers will consent to be governed totally in decisions regarding handicapped children in their classes by another teacher or a consultant. Further, the simplicity of the Triadic Model of Consultation's conceptualization is marred when applied to the many states and school districts in which special education resource persons serve not only as consultants to regular teachers, but as instructors for handicapped children in the

resource room for up to 50 per cent of the time.

In such cases, the resource person bears not only the consultant role, but also is actively engaged in influencing the handicapped child. Thus, the goodness of fit of the Triadic Model of Consultation is imperfect, for the special education resource person and the regular teacher are not abiding by the terms of their tacit contract.

One need not discard the basic model provided by Tharp and Wetzel (1969), but some probing of the larger implementation context of resource programs as one of the least restrictive alternatives in special education services delivery is necessary.

The Implementation Context

Fullan and Pomfret (1977) stated that social policy in practice or implementation is a phenomenon in its own right, not just an extension of planning, legislation or adoption processes. When looking at the joint educational planning for handicapped children by the special education resource person and the regular teacher, one must consider the reality of their working conditions. Further, it is necessary to consider the degree of participation allowed these role members in the implementation of the innovation of joint educational program planning.

Fullan and Pomfret (1977) defined implementation as the actual use of an innovation or what an innovation becomes in practice. Pincus (1974) defined implementation as the process of restructuring institutional structures such as the "resource mix" (teachers, aides, counselors. consultants,

specialists, instructional technology), management, and organization.

Fullan and Pomfret (1977) expanded upon their definition of implementation by positing five dimensions of program implementation: (1) changes in materials or curriculum; (2) changes in the structure of the school; (3) changes in role behavior; (4) changes in knowledge and understanding; and (5) changes in values internalization. Examples of each of these dimensions may be provided as results of the implementations of innovations mandated by P.L. 94-142, but the dimension with which this study is concerned is that of role behavior.

The special education resource person may well be perceived by the regular class teacher as another person set up to supervise and interrupt the orderly conduct of classroom activity (Lortie, 1975). The resource person comes from a special education background, but represents a delivery system in which the regular teacher provides most of the direct instruction to the student with exceptional needs.

Structure of Public Schools

Lortie (1975) has suggested that the structure of the individual school is inimical to the introduction of any new role member at both elementary and secondary school levels. Lortie (1975) described the traditional elementary school as structured on the "egg crate model," with each solitary teacher in a classroom with her set of students comprising one unit of the total crate. Secondary teachers are similarly isolated from one another by their specializations in specific subject areas. An outsider to these systems who has no graded

classroom or subject area, such as the special education resource person, is likely to be viewed with suspicion. The resource person is there to offer supportive assistance to educators in a system which has traditionally regarded special education as marginal to its real work. By virtue of the facilitator role of the resource person, there is a lack of the credibility given by a classroom or a subject area (Lortie, 1975; Milofsky, 1974; Weatherly & Lipsky, 1977).

Different Working Conditions

The working conditions of the resource person differ from those of the regular class teacher. Often the resource person has greater mobility about the school site or the school district; reports to a different central administrator than the school site principal; has greater flexibility in scheduling her own wirking hours; and has additional administrative responsibilities. This last fact often connotes greater status to school personnel, regardless of similarities in salary.

Different Philosophies

The philosophies prividing the rationales for the regular class program and the special education resource program have contributed to the different working conditions of the regular class teacher and the resource person. The regular class program is based on the ideal of the democratic classroom, wherein the teacher is expected to devote an equal amount of time to each student. In a class of 30 students or more, there are likely to be students functioning at least two years above and two years below the officially designated grade norms. The regular teacher is faced with the very real demands of her

students' individual differences.

The special education resource program is based on the concept of each handicapped student's right to be educated in the least restrictive environment. This philosophy requires that public schools respond to each child's strengths and weaknesses. From this concept, the popularized term "mainstreaming" is derived, wherein the handicapped child must be accomodated in the regular classroom, and supported if necessary with resource program assistance. Though case loads of resource persons differ from state to state, it is usually a smaller number than the regular class size. In California, the maximum case load for the resource specialist has been set at 24, and at no time does the resource specialist work with all 24 students simultaneously.

While the resource person has been introduced as an authority on working with the handicapped child in the regular classroom, it is still the regular teacher who must carry out the task of educating that child. Despite this central role, the regular teacher has been granted relatively little voice in determining the working conditions when it comes to teaching the mainstreamed child. Consulting with the regular teacher is critical for the success of the handicapped child in the regular classroom, and for the resource person as well. Without cooperative educational planning, the regular teacher may consider that she is being required to perform the work of the resource person, without the salary, the responsibility or the status of the specialist.

The Need for Teacher-to-Teacher Negotiation

The implementation of joint educational planning for the handicapped child in the regular classroom may cause the regular teacher to become involved in complex, but informal negotiations with the resource person (Martin, 1976). Such teacher-to-teacher negotiations have been described by Martin (1976) in his theory of informal negotiations as day-to-day social interactions in which the actors, engaging in joint planning, coordination, and problem resolution attempt to reach a collective agreement over their mutual problems, or the problems of a third party with whom they are both concerned (pp. 5-6).

Statement of the Problem

Regular class teachers and special education resource persons are faced with new regulations affecting educational planning for students with exceptional needs. The Education for All Handicapped Children Act of 1975, P.L. 94-142, mandated that educational planning for students with handicapping conditions, including learning disabilities, must be a shared task on the part of educators, parents, and related professionals. In order to make this task a cooperative venture which will focus on the student's learning needs in the context of the regular classroom, both regular teacher and special education resource person will require skills in consultation.

Consultation is often part of the job description of the special education resource person, and it is more likely that the resource person will have training and experience in con-

sultation skills than the regular teacher. Consultation is less likely to be seen as part of the regular teacher's role by the regular teacher and by others involved in the educational planning for children with exceptional learning needs (Fenton et al,1977). In many cases, the regular teacher may be implicitly excluded from this process, or may opt out by choice.

This study proposed the use of simulation training in two different formats to teach regular class teachers consultation skills. A set of three micro-simulations concerning educational planning at the pre-referral stage for three learning disabled children was used as a vehicle for both the treatment group which received live simulation training (Group A) and the treatment group which viewed videotaped models of the micro-simulations (Group B). A third group of regular class teachers served as a no-treatment control group (Group C).

Purpose

The purpose of the present investigation was to study the ability of regular class teachers to learn consultation skills in a short period of time by modeling techniques in simulation formats. This empirical study has been designed to investigate three scientific issues:

1. Can subjects learn consultation skills by modeling?

2. Are the Triadic Model of Consultation (Tharp & Wetzel, 1969) and the Informal Negotiation Model (Martin, 1976) effective or useful in this teacher-training context?

3. Can simulation/modeling training be effective in two hours?

Training regular class teachers in consultation skills is suggested by the personality construct underlying much of the research on modeling, perspective-taking or role-taking (Combs & Snygg, 1959; Selman & Byrne, 1974; Shantz, 1976). Verbal problem-solving skills are often assumed to be consultation behaviors that are part of the repertoire of the resource person in special education. The theory of informal negotiation proposed by Martin (1976) would suggest that both the regular teacher and the resource person have a vested interest in the success of the handicapped child, though their perceptions of what constitutes success may differ.

Procedure

Using an experimental control group design with two treatment groups, this research has compared the effects of a live simulation training technique to the effects of a videotaped models viewing technique on regular teacher subjects. Both treatments were considered to be simulation techniques, the first of a more participative nature, and the second of a more passive nature. The live simulation training treatment involved a deliberate role reversal for the subjects, who were asked to take the role of a resource person in three micro-simulations. The videotaped models treatment required subjects to view videotapes of these same micro-simulations enacted by the experimenter and the cooperators (assistants) in the roles of the resource person and the regular teacher. The control group received no treatment.

The two treatments and the control condition constituted three levels of the independent variable. There were three sets of dependent variables. The first set consisted of measures of acquisition of skill on six consultation skills on a fourth micro-simulation, the Test of Acquisition of Consultation Skill. These skills were:

1. feedback
2. clarifying/information-gathering questions
3. refocusing
4. consensus statements
5. providing a comfortable retreat
6. circumventing an impasse.

These skills are defined in detail in Chapter II.

The second set of dependent variables consisted of subject scores on a paper and pencil instrument, the Situation Reaction Test. This instrument required subjects to select appropriate verbal responses to educational planning problems which indicated recognition of the verbal problem-solving consultation skills.

The third set of dependent variables consisted of four application variables collected as in-school data on the behavior of the regular class teachers in all three groups over a period of six weeks following treatment administration, and estimated for a comparable time period for the preceding year. The four variables in this set were the number of formal conferences with parents of a handicapped child; the number of informal contacts with parents of a handicapped child; the number of formal conferences with the resource specialist;

and the number of informal contacts with the resource specialist regarding a handicapped child.

Importance

Theoretical Importance

The theoretical significance of the present research was considered to be its potential contribution to the literature on role-taking and perspective-taking on the part of adults, specifically in an educational organization. The construct of social role-taking and the sub-constructs of affective role-taking and cognitive role-taking have been the focus of much research on the part of educators and researchers in child development (Enright & Lapsley, 1980). Programs in social education which attempt to increase role-taking development in children and adolescents (Chandler, 1973; Chandler, Greenspan & Barenboim, 1974; Enright & Lapsley, 1980) may serve as potential models for training adults to cope successfully with the implementation of innovations in organizations.

Further theoretical significance of this research was expected to be found in its contribution to assessing the goodness of fit of the Triadic Model of Consultation (Tharp & Wetzel, 1969) to the delivery of services in special education. The applicability of this model to school systems which utilized a variation on the consulting teacher delivery system, the resource specialist who both teaches and consults with other teachers, would be examined. In addition, the examination of Martin's (1976) Theory of Informal Negotiation was expected to be a significant contribution to

applied research in special education.

Practical Significance

The practical significance of this research was considered to derive from its potential benefit to handicapped children, to regular class teachers, to special education resource persons, and to teacher educators. The benefits to handicapped children served in the regular classroom are indirect, but implied in the Triadic Model of Consultation (Tharp & Wetzel, 1969; Tharp, 1975). The handicapped child should benefit when both the regular teacher and the resource person possess the same or similar consultation skills for problem-solving and educational program planning. The child's program should become less an arena of struggle over territory and division of responsibility, and more the cooperative product of both teachers' best efforts.

The regular class teacher who feels she has an accepted voice in the decision-making process at pre-referral conferences and Individualized Education Program (IEP) meetings is more likely to consider herself responsible for the handicapped child's education. Thus, it may be argued that increased consultation skills may afford the regular teacher greater control or influence on her working conditions, and may enhance the handicapped child's acceptance in the regular class (Brophy & Good, 1974). Since all reasonable alternatives within the regular program must be explored before any more restrictive environ-

ment may be considered for placements, it is to the advantage of the regular class teacher to become skilled at expressing opinions and judgments on the handicapped child's strengths and weaknesses as seen in the regular classroom.

The special education resource person should benefit from working with regular teachers who have acquired consultation skills for joint educational program planning. Information vital to an effective Individualized Education Program must include data which is only available from the teacher who sees that child daily. In cases where an identified handicapped child is to be reintegrated from a self-contained class into a regular class, only the regular teacher can serve as the expert on her own program, techniques, and philosophy. Increasing the regular teacher's skills in consultation should enhance communication between the two programs, creating a two-way flow of information.

Teacher educators of both preservice and inservice regular class teachers should benefit from research on simulation training techniques, both live training on an individualized basis and videotaped models viewing in small groups. In addition, teacher educators should benefit from specific research on operationally-defined consultation skills, or verbal problem-solving skills for educational planning. Though this study focuses on planning for identified learning disabled children, the same consultation skills could be applied in planning for disadvantaged children, for children with limited or no English-speaking skills, for children with other handi-

capping conditions, and for children being enrolled in public school from another type of school setting.

Most research utilizing simulations in special education has been directed at raising the awareness of regular educators, rather than on teaching specific skills to be used in the planning process. Little emphasis has been placed on training regular teachers to communicate more effectively within the pre-referral context and the Individualized Education Program process. The first of these areas, though time-consuming for teachers who have many demands placed on their planning time, may have considerable impact on teachers who must explore all educational alternatives within their own classrooms before making a formal referral for special education assessment and placement.

In a time of fiscal cut-backs in funding at both state and federal levels, the requirement of teachers to explore all alternatives for serving the handicapped child in the regular class is likely to be more rigorously attended to than in times of full funding for special education. More pressure on teachers to confer with resource persons at a pre-referral stage may well point up another area of competency which teacher educators must address in personnel preparation for special education and regular education.

The use of simulation training techniques is intended to increase both the knowledge and application of consultation skills in the process of social problem-solving (Martin, 1976)

via experience-based instruction (Ruben, 1977). Consultation skills are needed by both parties in a pre-referral conference for educational program planning for handicapped children. It is considered that these consultation skills for regular teachers would transfer to other conferences and informal contact situations in school settings, such as the IEP meeting at which both parents and resource persons must be present, and informal follow-up contacts regarding the handicapped child's progress in the regular class program.

CHAPTER II

REVIEW OF THE LITERATURE

Role-taking

Underlying any role-playing or simulation used as an instructional technique is the personality construct, role-taking. Shantz (1975) defined role-taking as the "activity of and/or ability to take the position of another person and thereby infer his perspective" (p. 264). Selman (1974) and Selman and Byrne (1974) have conceptualized a Stage Model of Role-taking with four developmental levels. Byrne (1974) hypothesized a final stage occurring in post-adolescence. At this level an adult should be able to see not only his own view and another's view in mutual role-taking, but should also be able to see both views as products of social groups within the cultural context.

Research on role-taking has used three major measurement methods (Shantz, 1975). These are observing game behavior and subsequent verbalization (Flavell, 1968), storytelling with either limited information or from differing perspectives (Byrne, 1973; Chandler & Greespan, 1972; Feffer, 1959; Flavell, 1968; Selman & Byrne, 1974), and role-playing (Chandler, 1973).

Most role-taking research has been conducted with children or adolescents, since the most obvious applications for research on this developmental construct are with those subjects in whom changes in ability might be most readily observed (Enright & Lapsley, 1980). Role-taking serves as an underlying construct for the present study wherein regular teachers took roles in simulations to learn consultation skills for educational planning for handicapped children.

Role-playing and Simulation

Role-playing and simulation are terms often used interchangeably. However, simulation requires participants to take roles and play them, but role-playing does not require the formal restraints or objectives of simulation (Taylor & Walford, 1978).

Role-playing

Role-playing is defined as the process of taking on a role and acting as such a person or group would in addressing the problems which are presented in a real or hypothetical situation (Gibbs, 1978). Taylor and Walford (1978) described role-playing as dependent on the participants' spontaneous performances in the context of a hypothetical situation, lacking in formal rules or structure, and vulnerable to improvisation related more to the participants' past experiences than to the immediate context.

In psychodrama, the vulnerability of role-playing to emotions and memories is considered its strength by those practitioners using it as a therapeutic technique (Taylor & Walford, 1978). Led by Moreno's (1946) psychodramatic work with mentally ill clients, later therapists have focused on modifying affective and cognitive patterns (Corsini, 1966; Rose, 1975). Such research tends to be descriptive, and specific to the immediate subjects.

In behavior rehearsal, therapists and researchers have used role-playing to provide subjects with new skills in group and inter-personal behavior (Bandura, 1965; Krasner & Ullman, 1965; Rose, 1975; Sarason, 1976; Sarason & Ganzer, 1973). Variables such as attitude change, anxiety level, self-concept and role-taking are usually controlled for in the research design (Krumboltz & Thoresen, 1964).

Not all role-playing research has differentiated between the objectives of changing attitudes and changing behaviors. Many researchers have predicted change in a combination of affective and cogritive goals, demonstrated by observable behaviors (McFall & Lillesand, 1971; McFall & Marston, 1970; Rose, 1975; Sarason & Ganzer, 1973).

Two behavior rehearsal studies found that subjects' levels of anxiety affected their success at behavior change. Sarason and Ganzer (1973) found that adolescent juvenile

delinquent boys with high test anxiety change in a negative direction after a televised feedback condition, while those in the non-televised feedback group changed in a positive direction.

McFall and Lillesand (1971) found that college students found overt rehearsal of an assertive response more threatening than covert rehearsal. Audio playback of the overt treatment caused an increase in subjects' anxiety levels.

Reinforcement is generally considered an integral part of social modeling and behavior rehearsal (Krumboltz and Thoresen, 1965), though the type and amount depends on the motivation of the subjects. LaFleur and Johnson (1972) found that presentation of a model stimulus alone produced imitation of information-seeking behavior with normal high school students. With less motivated juvenile delinquent subjects, Sarason (1976) recommended that any playback of role-playing should be accompanied by praise for successive approximations of the desired behavior. Such praise served the dual purposes of allaying subjects' anxiety, and modeling praising behavior.

Simulation

Simulation is defined as "the manipulation of a model to reproduce its operations on a set of data as it moves through time" (Gibbs, 1978, p. 129). A simulation

requires the dynamic acting-out of a model's real or hypothetical components. Taylor and Walford (1978) included as synonyms to simulation the terms "gaming," "gaming-simulation," and "operational gaming." They suggested that simulation is more complex than role-playing because it relies on more formalized procedures, a greater structure of relationships among the decision-makers, a prescribed setting, and rule systems. The possible behavior of players in a simulation was noted to range from competition, cooperation, conflict to collusion--all limited or prescribed by the model. Some simulations may involve combinations of any or all of these inter-actions.

Coleman (1968) maintained that any game constituted a type of "caricature of social life" (p. 7). Thus, a social simulation game would magnify some portion of the social interaction, separating it from its original context. A social simulation develops a context of its own, with a reality dependent on the model from which it is derived.

In a review of the literature on simulation and games, Ruben (1977) abstracted five primary components characterizing simulation as experience-based instruction. These components included: (a) participants cast in roles, (b) interactions between roles, (c) rules governing the interactions, (d) goals for the interactions, and (e) criteria for determining the attainment of goals. The traditional debriefing session may have to be postponed in an

experiment to avoid contamination of the treatment effect.

Simulations in Special Education

SEATS, the Special Education Administrator Training Simulation (Sage, 1967), was originally developed to train personnel for leadership roles in special education. Burke and Sage (1970) found SEATS effective in producing attitude change in a positive direction with regular education building principals. The subjects took the role of the special education resource person in the simulation. Without changing their negative attitudes toward total regular class re-integration for special education students, the principals stated that regular administrators must play a critical role in providing a more normal school environment for handicapped children.

Guskin (1978) found that both preservice and inservice regular teachers were enthusiastic about his special education role-playing and simulation exercises, though their attitudes toward mainstreaming did not change as expected. Teachers who had been in favor of mainstreaming became more thoughtful following the simulations; teachers who had been opposed indicated greater willingness to try it out.

Broadbent and Meehan (1971) tested a learning disability simulation for classroom teachers on two intact groups, an elementary school staff and a graduate education

class. The simulation was designed to teach diagnostic decision-making. From the positive comments at the debriefing, the researchers concluded that simulation appeared to be an effective inservice technique. Simulation training for regular teachers was recommended as well worth the federal government's investment, despite the lack of any statistically significant results.

Much has been claimed for simulation techniques as experience-based instruction, but results have not supported these claims in special education. Four major reasons can be isolated.

1. Analyses of the group debriefing sessions to indicate attitude change give little information on the duration of the change.

2. Group pressure to sound positive at the conclusion of an inservice activity may distort results.

3. The lack of random selection and random assignment has limited the extent to which the results may be generalized.

4. The structures and goals of these "simulations" have not been described, causing the treatments to appear no more than role-playing activities.

The definition of simulation provided by Gibbs (1978) requires that a model be utilized to structure the roles, the interactions, the rules and the criteria for

attainment of the goals. None of the simulations reported adhered to this definitional requirement. For purposes of this present research, a suitable model is considered fundamental. The Triadic Model of Consultation (Tharp & Wetzel, 1969; Tharp, 1975) has been used to structure the experimental task detailed in Chapter III.

The remainder of this review of the literature will discuss research on the consultant role in special education, consultation skills, the Triadic Model of Consultation and related models, and operational definitions of consultation skills.

The Consultant Role in Special Education

Research on the consultant role in the special education delivery system has focused on the resource teacher or the consulting teacher, not on the regular class teacher. This section has been developed as a summary of the research on the consultant role of the special educator who works with the regular class teacher. From this research and social psychology research, the consultation skills have been derived.

Wiederholt, Hammill and Brown (1978) noted that continuing communication with regular teachers is a major responsibility of resource teachers in special education. They divided "consultation" into three components: advising, instructing, and following up on these activities.

Also noted as a verbal problem solving skill was interviewing regular teachers to acquire information as an assessment tool.

Cantrell and Cantrell (1976) focused on the pre-referral stage of consultation in a support services program designed to solve children's problems prior to formal referral, to avoid labeling and special class placement. Students in the experimental schools where consultation was available to regular teachers were found to attain higher achievement scores than students in the no-treatment control schools. Regular teachers in the control schools were found to make four times as many referrals at the first grade level, and twice as many referrals at the second grade level, as those in the experimental schools.

Evans (1980) found that resource teachers viewed consultation as making up only 5% or less of their professional duties. Resource teachers, regular class teachers and principals rated the actual level of consultation by resource teachers and the ideal level of this service. All groups indicated the extent of consultation was less than half what they felt it should be.

In a study of role expectations held by members of educational planning teams (IEP committees), regular class teachers chose only two items out of 25 as appropriate to their roles (Fenton, Yoshida, Maxwell & Kaufman, 1977). Principals chose over half of the 25 roles; special

education teachers and school psychologists chose nine roles each out of the 25. The other participants chose three roles as appropriate to regular teachers, one more than the regular teachers had chosen for themselves.

In related research in the same series of studies on the parallel state legislation to P. L. 94-142, Connecticut Special Act 74-100, regular teachers were found to participate less than other team members, and to be less satisfied with the process and the team's decisions (Yoshida, Fenton, Maxwell & Kaufman, 1977). As a result, the State of Connecticut has undertaken extensive inservice training in small group dynamics, communication skills and assertiveness skills to combat the low status accorded regular teachers by themselves and other team members (Fenton et al., 1977).

Goldstein, Strickland, Turnbull and Curry (1980) conducted observational analyses on fourteen IEP conferences. Resource teachers were found to be the dominant role members of the conferences, with a mean of 9.6 speaking citations per conference. The respective means for parents and regular class teachers were 4.6 and 3.5.

Miller and Sabatino (1978) compared the effectiveness of the teacher consultant model to the resource room model. Handicapped students in classes taught by teachers in both treatment groups showed significant gains on the

Wide Range Achievement Test, but mixed results on the Peabody Individual Achievement Test. Students in both treatment groups showed significant gains over the control group, but there were no significant differences between treatment groups.

Regular teacher subjects in the two treatments groups were observed by graduate student judges to demonstrate significant gains in different desired behaviors (Miller & Sabatino, 1978). Both groups increased their lecturing; neither group showed gains in giving appropriate directions or in asking questions. Subjects in the teacher consultant group showed gains in accepting feelings, praising and encouraging, communication, and accepting/using student ideas. Subjects in the resource room group showed gains in reducing their criticizing, but remained more critical than the other group.

Miller and Sabatino (1978) concluded that neither intervention was clearly superior, but suggested that indirectly-served handicapped children in the teacher consultant condition were maintained on a par academically with their directly-served resource room peers. The researchers indicated that the teacher consultant model allowed the regular teachers to take responsibility for these handicapped students, and for the students to spend more time in the "mainstream" classroom.

The Consultation Skills and Models

Many researchers and practitioners have maintained that some consultation skills are needed by the special education resource person, whether than person functions as a resource room teacher or a consulting teacher (Evans, 1980; Gurski, 1976; Wiederholt, Hammill & Brown, 1978). Parker (1975) noted that new and different skills differentiated the special education consultant from the special education class teacher and the resource room clinician. The consultant must not only possess consultation process skills to teach the regular teacher what the specialist can do, but also possess expert knowledge of a wide range of specific problems. Parker (1975) summarized these skill areas for the consultant as "reading the reader," "negotiating a contract," and "teaching the teacher" (p. 5).

In this section, the contributions of several models of consultation, conflict resolution and collaboration will be examined for the specific skills postulated. These skills tend to be stated in global terms.

The Triadic Model of Consultation

Tharp (1975) offered a tentative list of "means of social influence" which the consulting teacher exerts upon the regular teacher, who in turn exerts them on the handicapped child (p. 136). As in the original Triadic Model of

Consultation (Tharp & Wetzel, 1969), it is implied that reinforcement, modeling, instruction, feedback, and cognitive restructuring are social means of influence which flow unilaterally from consultant to mediator to target. Tharp (1975) also included the "self" as a source of social influence for the consultant and the mediator, indicating a need for these role members to monitor their own behavior and administer internal rewards.

When the Triadic Model of Consultation (Tharp & Wetzel, 1969) is applied to the variables used in the Miller and Sabatino (1978) study, consultation skills can be said to be those good teaching behaviors modeled by the consultant teachers for the regular teachers. It can be surmised that these behaviors constitute additional "means of social influence" to the list proposed by Tharp (1975).

The good teaching behaviors modeled by the consultant teachers and then observed to be demonstrated by the regular teachers were the following:

1. accepting feelings,
2. praising and encouraging,
3. accepting/using student ideas,
4. lecturing and communication.

Reducing criticism was a good teaching behavior observed in the resource room condition. Skills expected, but not observed, were asking questions and giving directions (Miller & Sabatino, 1978).

Miller and Sabatino (1978) stated that their consultant teachers concentrated their efforts on modeling best practice skills for the regular teachers. Though the Triadic Model of Consultation applied to special education (Tharp, 1975) postulated the unidirectional nature of these means of social influence, no research has examined the possible influence the regular teacher or mediator may exert upon the consultant.

The Vermont Consulting Teacher Behavioral Model

Egner and Lates (1975) acknowledged in their description of the Vermont Consulting Teacher Program that the consulting process requires "give and take" (p. 34). In this model, the individualized social interaction between the consulting teacher and the regular teacher is seen as a step-by-step process in which the teacher engages in a certain behavior and the consulting teacher responds to the teacher.

The Behavioral Model underlying the Vermont Consulting Teacher Program postulates the following basic principles for the consulting teacher:

(a) contingent reinforcement for implementation of each step of the behavioral model,

(b) appropriate scheduling of reinforcement,

(c) shaping or reinforcing small components of each step,

(d) antecedent stimuli, such as specific instructions. (Egner & Lates, 1975, p. 34)

A related, but different set of skills to be acquired by the regular teacher in the role of the consultee and provider of direct services to handicapped children is posited by the model. These skills include:

(a) defining target behavior in measurable terms,

(b) measuring behavior reliably,

(c) collecting, recording, and graphing data daily,

(d) involving parents in the educational process,

(e) writing individualized instructional objectives, and procedures involving parents,

(f) following teaching/learning procedures precisely,

(g) identifying possible reinforcing consequences in the classroom,

(h) responding to changes in the behavior of the child. (Egner & Lates, 1975, p. 33)

The major difference between the skills posited for the consulting teacher and for the regular teacher resides in their targets. The target for the consulting teacher is the regular teacher, with the handicapped child as an indirect target. The target for the regular teacher is the handicapped child. Like the Triadic Model of Consultation (Tharp & Wetzel, 1969), the Vermont Consulting Teacher Behavioral Model features the unidirectional flow of influence. However, the specific skills in this latter model are

stated in more behavioral terms.

The Process Model of Consultation

Brokes (1975) identified five phases of the Process Model of Consultation: "pre-entry, entry, preparation, implementation, and termination" (p. 186). This model features a bilateral conceptualization of the interaction between the consultant and consultee.

In the pre-entry phase, Brokes (1975) noted that the consultant must be aware of his own skills and knowledges , while keeping in mind the fact that the client shares some of these strengths and has his own unique abilities. Recognition of the client's strong points helps the consultant adhere to the following principles: (p. 189-90)

1. Recognize that each consultation experience is a mutual learning experience.

2. Behave in a participative manner with the client.

3. Work with the client in the development of realistic goals and procedures.

4. Escape the concern of always having to hold the definitive answer to all client problems.

5. Assist the client to recognize that problem ownership is client centered and that the client has for the most part the needed skills and abilities to define and attain goals.

The sub-phases of the entry phase of the Process Model of Consultation are comprised of functions that

structure a participative interaction for both parties. The contact sub-phase has five considerations: problem, goal, purpose, consultant and consultee. The negotiation sub-phase is comprised of the functions of client and method determination, and client and consultant obligation. The contract sub-phase includes consultant specifications and client specifications (Brokes, 1975).

Brokes' (1975) Process Model of Consultation acknowledges the contribution of all parties involved, and regards the consultant primarily as a facilitator and model for the inherent abilities of the consultee. The consultant draws on participative management and group problem-solving skills to assist the client in making effective decisions and in developing participative procedures. If the client has difficulty generating procedures, the consultant takes the role of suggesting several alternatives.

A Collaborative Model for School-based Resource Personnel

Pryzwansky (1974, 1977) has proposed a collaborative working model for school-based resource personnel in special education, which he contrasted to Caplan's (1970) client-centered case consultation model for the mental health field. The Caplan model is characterized as based on a voluntary consultation relationship, initiated by a problem the consultee has with a client, and sought by the consultee. The consultant remains external to the consultee's organization; the consultee is free to accept or

reject the recommendations of the expert consultant (Pryzwansky, 1977).

It has been argued that many characteristics of Caplan's client-centered case consultation model are frequently absent from consultation in schools (Lambert, 1971; Pryzwansky, 1974). The collaborative working model for school-based resource personnel posits a mutual working together through all phases of the Individualized Education Program process, joint responsibility for cooperatively-chosen strategies, and contact between resource personnel and regular teacher as a regular practice, not as a last resort (Pryzwansky, 1977, p. 180). Pryzwansky (1977) stated that collaboration offers both regular teacher and resource person an active rather than reactive approach to problem solving for the handicapped child.

Conflict Resolution Research

Johnson (1978) stated that there are many ways of resolving a conflict of interest in schools, though negotiation is usually preferred. Johnson (1978) defined negotiation as "a process by which people who want to come to an agreement to resolve a conflict, but who disagree about the nature of the agreement, try to work out a settlement" (p. 314). Three specific steps in the negotiation process were identified: (1) confronting the opposition, (2) jointly defining the conflict, and (3) communicating cooperative intentions.

Confronting the opposition was defined as the skill of expressing directly one's viewpoint and feelings, while asking the opposition to do the same. Johnson (1978) noted that the skill of jointly defining the conflict is necessary to reach an agreement, so the exact nature of the conflict must be stated precisely and defined in a way both sides can accept.

Communicating cooperative intentions clearly has been shown to reduce the opponent's defensiveness and shorten the time needed to reach an agreement. This skill has also been demonstrated to increase perceptions by both opponents that the views they hold are accurately understood by an accepting person, who is worthy of confidence. (Johnson, 1971, 1974, 1975; Johnson, McCarty & Allen, (1976)

Johnson (1978) emphasized the importance of "perspective-taking skills" in the negotiation process. This skill is similar to role-taking (Shantz, 1976), and consists of overtly taking the perspective of one's opponents and influencing them to do the same (Johnson, 1978, p. 319). Perspective-taking in a verbal problem-solving context requires the negotiator or role-taker to paraphrase accurately what the opponent has stated as his position and feelings. This use of perspective-taking requires an internal reversal of roles. Johnson (1971) found that perspective-taking in the form of a restatement of the opponent's

position served to help the opponent modify his own attitudes on the issue under discussion.

Defining Operational Consultation Skills

The consultation skills from the different models, research, and expert opinions have in common a lack of specificity in terms of verbal behavior. This literature has provided a good picture of the tasks and responsibilities of the consultant role in special education, but has only implied the types of social, verbal problem-solving skills the consultant must possess or acquire. What kind of actual verbal behaviors a consultant teacher or a resource teacher might model for regular class teachers has not been operationally defined.

The model-makers (Brokes, 1975; Caplan, 1970; Egner and Lates, 1975; Pryzwansky, 1977; Tharp and Wetzel, 1969) share a preoccupation with the role relationships, the steps and the direction of flow of human services. Though these elements do complete the requirements for a model upon which a simulation may be structured (Ruben, 1977), they do not provide sufficient content for teacher training in the area of verbal problem-solving skills. More is needed in terms of operational definitions of appropriate consultation skills for educational planning for handicapped children.

Handbooks designed to provide an overview of the resource teacher role offer working guidelines that approach

operational definitions (Gurski, 1976; Wiederholt, Hammil & Brown, 1978). Gurski (1976) identified the following communication skills for resource specialists:

> facilitation of interpersonal interaction and collaboration in groups; passive and active listening skills; non-judgmental responses; problem solving/conflict resolution skills; and using clarifying and information-gathering questions (p. 17).

Wiederholt et al. (1978) recommended advising, instructing, following up, and interviewing as consultation skills.

The list of "good teaching behaviors" provided by Miller and Sabatino (1978) contains verbal skills which were modeled by consultant teachers, demonstrated by regular teachers, and observed by judges. There is support in the Miller and Sabatino (1978) study for the transfer of these skills from consultant to regular teacher, though not necessarily in the context of a verbal problem-solving consultation.

For the purposes of this research, consultation skills have been defined as social and verbal problem-solving skills, which can be demonstrated and observed. Six skills have been identified, five of which are derived from the literature. The first three consultation skills are variations of perspective-taking skills. These skills are demonstrated as response behaviors: they depend in part on the content of another speaker's words and in part on how these words have been expressed. The first three skills are defined as follows:

1. Feedback: checking back with the other person in the conversation that one has understood what has been said. Feedback includes verbatim repetition, paraphrasing with the acknowledgement that these are not the other's exact words, and traditional active listening. (Egner & Lates, 1975; Gurski, 1976; Johnson, 1978; Tharp, 1975)

2. Clarifying/Information-gathering Questions: asking the other person to expand upon a statement, picking up on a clue or an underlying current in the other's conversation, and gathering new information to get this person's unique point of view and facts this person alone may know. (Brokes, 1975; Gurski, 1976; Johnson, 1978; Parker, 1975; Miller & Sabatino, 1978; Wiederholt, Hammill & Brown, 1978)

3. Refocusing: acknowledging an emotional comment, appeal or response, then moving on to apply that to a task which will result in a constructive solution to the problem. Refocusing requires the re-directing of feelings to a task-orientation. (Johnson, 1978; Miller & Sabatino, 1978; Parker, 1975; Tharp, 1975)

The second set of three skills are also response behaviors. They differ from the first set which required a literal response and paraphrasing of the words and feelings of the other speaker, because the second set requires reflection upon the other speaker's words, synthesis, and input. These skills are defined as follows:

1. Consensus Statements: stating or summarizing at the end of a conversation or at intervals in a conversation what points are agreed upon, and what points are not agreed upon but are acknowledged as differences. (Brokes, 1975; Johnson, 1978; Parker, 1975; Pryzwansky, 1977)

2. Providing a Comfortable Retreat: allowing the other person or one's self to change viewpoints or to modify viewpoints by suggesting in the course of the conversation a range of views, and not defining for the other person what view should be subscribed to. (Brokes, 1975; Johnson, 1978; Parker, 1975)

3. Circumventing an Impasse: recognition that certain topics are not areas where compromises can be reached easily, acknowledging those areas, and agreeing to tackle other topics as alternatives so the conversation need not be terminated.

There is some limited support for this last skill in Johnson's (1978) stage of jointly defining the conflict, and in Brokes' (1975) negotiation stage. However, this skill has been proposed in the present research as the logical strategy to use when its counterpart, providing a comfortable retreat, has failed. This is a verbal behavior of last resort, and may never be used if the preceding five consultation skills have been successful.

Summary

This review of literature on role-taking, simulations and role-playing, models of consultation and consultation skills has identified eight ideas. These are:

1. Role-taking and perspective taking are the underlying constructs for role-playing and simulation used as instructional techniques and experimental treatments.

2. A social simulation develops a context of its own, with a reality dependent upon the model from which it is derived (Coleman, 1968).

3. Simulations must be structured upon suitable models. Simulations have five primary components:

   (a) participants cast in roles,

   (b) interactions between roles,

   (c) rules governing the interactions,

   (d) goals for the interactions,

   (e) criteria for determining the attainment of goals (Ruben, 1977).

4. Simulations in special education have not been adequately structured for research purposes in skills training.

5. Research on the consultant role in special education has focused on the special educator's effectiveness as an IEP team member, as a model to regular teachers, and as an indirect source of influence on student achievement.

6. Models of consultation focus on role relationships, steps in the consultation process, and the directional flow of influence, but have not provided operational definitions of consultation skills.

7. Consultation models which include elements of negotiation and collaboration between parties, respect the skills of both parties, and acknowledge the reality of working conditions in schools offer more of a role for the regular teacher.

8. Consultation skills are defined as social and verbal problem-solving skills, which can be demonstrated and observed.

Social simulations used as awareness training for regular teachers have effectively utilized the underlying construct, role-taking or perspective-taking, to enhance subjects' understanding of both handicapped children and of resource and consulting teachers. Simulations have potential as experience-based instruction for skills training in verbal problem-solving skills. In the three micro-simulations designed as the experimental task of the present research, regular teachers must exercise perspective-taking to try on the role of the consultant in special education. This study has attempted to ascertain the degree to which consulting skills practiced while playing the role of the consultant teacher will transfer to the subject's own role as a regular class teacher.

The Triadic Model of Consultation (Tharp & Wetzel, 1969) has been used to structure the micro-simulations used in both treatment conditions. Ruben's (1977) five components for simulations as experience-based instruction have guided development of the micro-simulations. The elements of negotiation and collaboration have been built into the micro-simulations in the rules and criteria for attainment of goals.

The consultation skills have been operationally defined in terms which apply equally to the regular teacher and to the resource or consulting teacher. These verbal problem-solving skills have been drawn from research, models and expert opinion.

In conclusion, these eight ideas suggest that simulations used to train regular teachers in consultation skills can be effective if a model structures the simulation, and specific skills have been identified which can be used in school settings by regular teachers in the educational planning context. Chapter III identifies a method for incorporating these features, and describes the experimental task of the present research.

CHAPTER III

METHODOLOGY

This chapter deals with the methodological background and procedures involved in the study. The various sections which will constitute this chapter include:

1. The Research Approach
2. The Research Design
3. The Five Hypotheses
4. Subject Selection
    - Sample Characteristics
    - Administrative Area Characteristics
    - Recruitment and Screening of Subjects
    - Assignment to Groups
5. Apparatus
    - Equipment
    - Videotaped Micro-simulations
    - Materials
6. Assessment Instruments
    - The Test of Acquisition of Consultation Skills
    - The Situation Reaction Test
    - Post-training Data Collection Forms
7. Assumptions
8. Delimitations

9. Limitations

10. Procedure

    The Cooperator Role

    Live Simulation Training

    Videotaped Models Simulation Training

11. Post-training Assessment and Data Collection

    The Test of Acquisition of Consultation Skills

    The Situation Reaction Test

    In-school Behavioral Data Collection

The Research Approach

This study presents an empirical investigation of the ability of regular class teachers to learn consultation skills in a short period of time by modeling techniques in a simulation context. The simulations developed as the bases of both the live simulation training and the videotaped models simulation training have been structured on the Triadic Model of Consultation as applied to special education (Tharp & Wetzel, 1969; Tharp, 1975).

The emphasis in this research approach is on the subject's role-taking and acquisition of verbal problem-solving skills, or consultation skills. The subject's role-taking is assessed indirectly by the subject's demonstrated use of consultation skills in the Test of Acquisition of Consultation Skills, the Situation Reaction Test, and in four in-school variables.

The Test of Acquisition of Consultation Skills is a fourth simulation in which the regular teacher subject reverts back to his/her own role after having played the special education resource person in three training micro-simulations (Group A), or having viewed videotaped models consult on the educational programs of handicapped children in the regular classroom (Group B).

The Situation Reaction Test is a paper and pencil instrument designed to assess the differences in consultation skill choices on the part of the three subject groups. The four in-school variables were collected following treatment administration by means of self-reporting of both treatment groups and the control group. All three assessment instruments are described later in this chapter, and have been included in Appendix B.

The Research Design

This investigation has utilized an experimental control group design with two treatment groups. Though it was not possible to control all relevant variables in this research in an applied setting, subjects have been randomly selected and randomly assigned to groups.

The two treatments and the control condition constituted the three levels of the independent variable. There were three sets of dependent variables. The six consultation skills constituted the first set of variables:

feedback, clarifying/information-gathering questions, refocusing, consensus statements, providing a comfortable retreat, and circumventing an impasse. Subject acquisition of these skills was tested immediately following treatment administration for the live simulation training group, and within the week for the videotaped models group.

The second set of dependent variables consisted of subject scores on the paper and pencil instrument, the Situation Reaction Test. This forced-choice instrument required subjects to select appropriate verbal responses to educational planning problems of the same fictional handicapped children upon which the simulations were based. All choices were based on the six different consultation skills.

The third set of dependent variables consisted of four in-school application variables reported by the subjects themselves over a period of six weeks following treatment administration. These same data were estimated for a comparable time period for the preceding year in the classroom. The four variables were: the number of conferences with parents of a handicapped child, the number of informal contacts with parents of a handicapped child, the number of conferences with the special education resource person (resource specialist), and the number of informal contacts with the resource specialist regarding a handicapped child.

The Five Hypotheses

There were five hypotheses investigated in this study. Given three fictional cases of learning disabled children at the elementary school level requiring pre-referral consultation between the regular class teacher and the special education resource person, the hypotheses posited the following:

Hypothesis 1 (null)

There will be no differences in the frequency of consultation skill demonstration between the two treatment groups on the Test of Acquisition of Consultation Skills.

Hypothesis 2 (null)

There will be no differences between the number of responses on the Situation Reaction Test that indicate use of consultation skills chosen by the simulation training group and the videotaped models group.

Hypothesis 3

Both treatment groups will choose more responses on the Situation Reaction Test that indicate use of consultation skills than will the control group.

Hypothesis 4 (null)

There will be no differences between the two treatment groups during the six weeks following the

administration of treatment on the numbers of conferences with parents, informal contacts with parents, conferences with special education resource persons, and informal contacts with special education resource persons regarding learning disabled children.

Hypothesis 5

Both treatment groups will demonstrate a greater number than will the control group during the six weeks following the administration of treatment on the numbers of conferences with parents, informal contacts with parents, conferences with special education resource persons, and informal contacts with special education resource persons regarding learning disabled children.

Subject Selection

Sample Characteristics

The sample consisted of 45 elementary-level regular class teachers. These teachers were all assigned to non-special education teaching positions in the same administrative area of a large, urban school district in Southern California. Their teaching assignments ranged from kindergarten to grade six. None of the teachers held special education credentials, though several held credentials beyond the general elementary level.

All subjects were either currently working with learning handicapped (learning disabled) children in their classes, or had the potential for having these children

referred from their classes to the special education resource person. All of the subjects had worked in previous years with learning handicapped children. The subjects ranged in years of teaching experience from 37 years to one year, with the greatest number having 10 to 20 years' teaching experience; all were female.

Administrative Area Characteristics

The administrative area of the school district has a reputation of being one of the most desirable teaching assignments; many of the subjects had taught elsewhere in the school district, or in other districts, then transferred. In addition, the administrative area had been one of the first in California to be chosen as a "phase-in" area for the California Master Plan for Special Education. All schools from which subjects were drawn were either participating in a voluntary busing for integration plan, or in a "sister schools" program which balanced enrollment of racial and ethnic minority groups. Teachers and resource specialists were considered representative of the population they served.

An agreement was formed between the experimenter and the administrative area coordinator of the California Master Plan for Special Education. There were four stipulations: (1) all subjects would be volunteers; (2) the experimenter would conduct her own recruiting of subjects, using school-site principals as the initial contacts; (3) the area Master Plan Coordinator would make no recommendations regarding selection of schools; (4) all teachers

involved as subjects and all resource specialists involved as data collectors would receive a $25.00 honorarium. The letter describing the project, sent by the experimenter to the selected school-site principals, has been included in Appendix A.

Recruitment and Screening of Subjects

Out of the 42 elementary schools in the administrative area, 20 schools were randomly selected and their principals were contacted by letter and by telephone. Out of the 20 school-site principals contacted, seven agreed to allow recruitment activities. Subjects were recruited from these seven schools.

Subjects were recruited as volunteers through meetings with district and area supervisors, with school-site principals, with resource specialists, and with the regular teachers themselves. All subjects and resource specialists received an honorarium of $25.00 upon completion of their role in the study. The resource specialists for the seven schools involved acted as on-site coordinators and data collectors.

The total group of volunteers was screened to eliminate those who held special education teaching credentials or who had received extensive training in consultation skills. Subjects were then randomly assigned to the three groups to counterbalance the effects of volunteerism, varying amounts of teaching experience and of contact with handicapped students, and grade level assignment.

At the presentations made by the experimenter for recruitment purposes, the research study was described as a comparison of teaching techniques for teachers, and the six consultation skills were described as having wide applicability. Teachers were also told that their school administrator would receive a copy of the final report of the study, and that this report would be available to them.

Assignment to Groups

Each of the three groups had 15 regular teachers assigned. Group A consisted of subjects assigned to the live simulation training condition. Group B consisted of subjects assigned to the videotaped models viewing condition and Group C consisted of subjects assigned to the no-treatment control condition. The control condition was not identified as such, to avoid sensitizing subjects assigned to this group.

Completing the experiment were all 15 subjects in Group A, and 13 subjects in both Groups B and C. Reasons given for this attrition were conflicting school duties such as the sponsorship of special school events, illness in the family, and exams in courses required for further employment. The school district stipulated that all training sessions must take place after the teachers' legal work day, a factor which limited the number of volunteers and the number of subjects completing the experiment.

All recruitment, training, and testing sessions were held at participating schools. All subjects in the two treatment groups were tested for acquisition of consultation skills in their own classrooms, where subjects in Group A were also trained on an individual basis. Subjects in Group B attended one of two small group meetings at schools with appropriate videotape viewing equipment. Following these small group training sessions, Group B subjects met with the experimenter on an individual basis in their own classrooms for the testing sessions.

Control group subjects had limited contact with the experimenter, other than the recruitment activities conducted at their staff meetings. They received their materials and instructions through correspondence, and through the resource specialists, who were asked to collect the completed materials and convey additional information to the controls.

Apparatus

Equipment

Two types of recording devices were used in this study. A portable audio cassette recorder was used to record the micro-simulation Test for Acquisition of Consultation Skills on high fidelity cassette tapes with 60 minutes' recording time per side.

The videotaped models simulations were recorded for the Group B training sessions on both reel-to-reel and video cassette formats: Sony Videotape V-32 (1/2 inch) for helical scan videotape recorder, and Scotch 3M/UCA 30 (3/4 inch) for U-matic recorders. It was considered that preparing both formats would simplify the matching of viewing equipment to videotape, thus increasing the number of school sites where the tapes could be used. The original master videotape was rehearsed and recorded in the Clinic for Exceptional Children of the Department of Special Education at the University of Southern California.

A stop-watch was used for all training sessions for Group A and for all testing sessions for Groups A and B. To limit the simulated conferences to no more than 15 minutes.

Videotaped Micro-Simulations

In preparation for videotape recording, the experimenter recorded the priorities chosen by Group A subjects and the cooperator in the three live micro-simulations. When all 15 subjects of this group had completed the training phase, their choices of priorities for each micro-simulation were ranked, and the three most frequently chosen priorities were used as the bases for the development of the videotaped micro-simulations. The cooperators and the experimenter took the roles of the resource specialist and the three regular class teachers on the master videotape

for Treatment Group B, but their choices of priorities were pre-determined by the highest ranked choices of Group A simulations.

The Clinic for Exceptional Children closely resembled an elementary school classroom in furniture and materials, and was equipped with a videotape recording camera and playback monitor separated from the "classroom" by a one-way observation window. This facility was chosen as the recording site over a professional studio because of its similarity to school classrooms.

Materials

Training and testing materials for Groups A and B were developed as a Consultation Skills Kit. This kit consisted of 5 x 8 laminated index cards with color-keyed borders to indicate the card's use as one of the following:

1. directions cards,
2. rules or criteria cards,
3. triad-rehearsal training cards,
4. application phase cards for the three micro-simulations describing the fictional learning disabled children, the regular teachers' roles and priorities, and the resource specialist's role and priorities, and the fourth micro-simulation or Test of Acquisition of Consultation Skills.

All training, application, and testing cards were double-sided. The training cards on each of the six

consultation skills contained the skill definition on the front, and examples for the triad rehearsal procedure on the reverse side.

The training materials on the six consultation skills were designed to follow a model suggested by a triadic training technique then in use by the inservice training specialists at the Direction Services in the Los Angeles area. Using this triad rehearsal technique, three individuals rotate the roles of stimulus speaker, responder, and critic until each individual has played all three roles. For each of the six consultation skills, the person taking the role of the responder is both modeling and practicing a verbal problem-solving skill. These training materials presented the consultation skills prior to the subjects' exposure to the micro-simulations, so that there was no prior assumption of subject familiarity with the consultation skills.

An audio cassette tape was also prepared to present uniform examples of each consultation skill before it was rehearsed in the triad rotation. All triad training materials were piloted on a group of graduate students in special education, special education teachers, and resource specialists.

The application cards and the fourth micro-simulation cards came in pairs: one card each for the regular teacher role and for the resource specialist role. The

front of each micro-simulation card contained information on the role to be taken and the fictional learning disabled child. The reverse side contained three priorities for the child under discussion from which the role-taker was to choose one. Both information and priorities corresponded to the respective roles of regular teacher and resource specialist.

The Consultation Skills Kit index cards were used on an individualized basis with Group A subjects. The contents of the cards were included in instructional packets for Group B subjects. The packets were used at the small group sessions, and included the following on standard 8½ x 11 inch paper:

1. directions for rehearsing the six consultation skills in triads under the experimenter's supervision,
2. definitions of the consultation skills,
3. examples of the skills for practice,
4. the resource specialist's role and her information on the three learning disabled children,
5. the regular teachers' roles and their information on the three learning disabled children.

Group B subjects did not receive the lists of priorities given the Group A subjects for the three application micro-simulations, because the viewing of the videotapes did not involve active choosing among priorities.

Rather, the Group B subjects were asked to determine from observation the goals of the role members in each video-taped micro-simulation.

The face validity of the four micro-simulations was determined by the independent ratings of six judges with no other role in the research study. All six judges had had regular class teaching experience, as well as special education teaching experience and administrative experience. The judges were currently assigned to resource or consultant level positions. Any features of the background information and listed priorities on the simulation materials which were noted as being unrealistic or obvious were rewritten. Examples of all materials described in this section have been included in Appendix C.

Assessment Instruments

The Test of Acquisition of Consultation Skills

The Test of Acquisition of Consultation Skills consisted of a pair of index cards identical in format to the three application phase micro-simulations. In this fourth micro-simulation test, all subjects in the two treatment groups took the role of the resource specialist, the title used for the special education resource person in the California Master Plan for Special Education.

Each role-taker received an index card with a role description and the case history of Cora, a fifth grader

suspected of having a learning disability. On the card's reverse side, a list of three priorities was provided from which the role-taker was directed to select the one she felt to be most appropriate to work toward in the pre-referral consultation. The case history of Cora, and the three priorities given each role-taker were all written from the respective viewpoints of regular teacher and resource specialist.

Directions for the Test of Acquisition of Consultation Skills were the same given for the three micro-simulations of the application phase. The rules, the criteria for termination of the simulation, and the time limit (10-15 minutes) were also the same. All administrations of the Test of Acquisition of Consultation Skills were recorded on audio cassette tape for later content analysis.

The materials comprising the Test of Acquisition of Consultation Skills have been included in Appendix B.

The Situation Reaction Test

The Situation Reaction Test (SRT) was administered to both treatment groups and the control group. The SRT was an untimed paper-and-pencil test, developed by the experimenter to correspond with the three micro-simulations of the application phase and the fourth test micro-simulation. The same group of judges who rated the micro-simulations rated the SRT for face validity. Any items or

responses on the Situation Reaction Test which were judged unrealistic or inappropriate were extensively revised until they met with the approval of the judges.

The SRT consisted of 20 items, with four possible answers to each item. The 20 items were divided into four sets of five items. Each of the four sets corresponded to one of the situations on the four learning disabled children in the three application phase micro-simulations and in the fourth test micro-simulation. This untimed paper and pencil instrument was to be completed on the subject's own time. Subjects were directed to limit themselves to one-half hour for the entire SRT, to choose two out of the possible responses for each item, and to take the role of the regular teacher while responding to the four situations. Each response was designed as an example of one of the six consultation skills. The SRT has been included in Appendix B.

Post-training Data Collection Forms

Two forms were developed for post-training data collection. The regular teacher data form consisted of a double-sided page: the front side was a self-report form for the final six weeks of 1980, and the reverse side was a form for estimating the same data for the last year of teaching.

Subjects were requested to keep a simple frequency count on the four in-school variables:

1. conferences with parents of a learning disabled child,

2. informal contacts with parents of a learning disabled child,

3. conferences with resource specialists,

4. informal contacts with resource specialists.

Formal conferences included the planning meeting for the child's Individualized Education Program (I.E.P.) if a referral had been made for special education, and pre- and post-referral meetings on interventions and alternative educational placements.

The seven special education resource specialists reported similar information on a double-sided form. The form listed names of teachers participating in the study with no group designation. The front was for collection of 1980 data; the back for the same period in 1979. The variables on which frequency counts were kept were the following:

1. informal contacts with the subject,

2. I.E.P. conferences which the subject attended or to which she contributed information,

3. formal referrals for special education assessment or placement made by each subject,

4. informal referrals each subject made to acquire information or assistance for children in the regular class.

These resource-specialist data were collected to gain additional knowledge of the total picture of special education services, not as a check on the regular teachers' self-reporting. The regular teachers' perceptions of their in-school application of new skills are the focus of the behavioral data collected after treatment administration. Examples of both regular teacher and resource specialist data collection forms have been included in Appendix B.

Assumptions

The following assumptions have been made in this study:

1. A subject's participation in educational planning consultation can be increased by training.

2. The Situation Reaction Test designed for this study is a valid assessment of subjects' ability to choose responses which demonstrate use of the six consultation skills in educational planning.

3. Successful implementation of an Individualized Education Program (IEP) for a mainstreamed handicapped child requires not only the child's satisfaction with the program, but also the regular teacher's satisfaction. Ensuring consultation skills for participation is one means of increasing satisfaction with the process.

Delimitations

This study has been subject to the following delimitations which served to narrow its focus:

1. This study was limited to female elementary school teachers assigned to regular classrooms in California.

2. This study indirectly measured regular teachers' acquisition of consultation skills for educational planning, as demonstrated by responses on the Situation Reaction Test, and by documented contacts and conferences between the regular teacher and the parents of handicapped children, and between the regular teacher and the resource specialist. In addition to these indirect measures, acquisition of consultation skills was directly measured by the audio cassette recorded micro-simulation Test of Acquisition of Consultation Skills.

Limitations

This study has been limited to the extent that any of its assumptions have not been met. In addition, the following limitations were apparent:

1. The sample size was limited to 45 subjects, and four subjects did not complete the experimental phase.

2. The outcome of this study may be affected by the goodness of fit of the model, the Triadic Model of Consultation (Tharp, 1975) to the reality of the field setting, and to the demands of the simulation structure (Ruben, 1977).

Procedure

This section describes the cooperator role in the experiment, the live simulation training of Group A, and the videotaped models simulation training of Group B.

The Cooperator Role

The experimenter utilized the assistance of five trained cooperators in the training, application and testing phases of the experimental procedure. All five cooperators were women between 25 and 35, had advanced graduate training in special education, and had taught both regular education and special education classes in public elementary schools. All cooperators were employed as resource specialists, special education teachers, or coordinators of programs.

The cooperators were trained to take an assisting rather than directing role in the administration of treatments to Groups A and B. The cooperators were given a list of the six consultation skill definitions, and trained to demonstrate those skills through the use of the triad training materials. The experimenter provided examples of each skill, and modeled them.

The audio cassette tape containing the examples of the six skills was used as a model, and a stimulus for questions. The cooperators rehearsed each skill and their

role as the regular class teacher in all three micro-simulations.

The cooperator's role in the one-to-one live simulation training sessions for Group A subjects included

1. presenting the case of the fictional learning disabled child from the materials,

2. allowing the subject to choose a priority of goal for the consultation,

3. modeling as many consultation skills as possible in the regular teacher role.

The cooperator's role in the videotaped models simulation training consisted of

1. serving as models of both regular teacher and resource specialist in the prepared videotapes of the three micro-simulations,

2. acting as assistant facilitators at the two small group meetings for the triad training on the six skills and videotape viewing.

In the testing phase, the cooperators and the experimenter took the role of the resource specialist during the fourth micro-simulations, the Test of Acquisition of Consultation Skills.

Live Simulation Training

For Group A subjects, treatment administration was conducted on an individual basis. Two-hour sessions were

scheduled to include the subject, the cooperator, and the experimenter. The information given at the recruitment meetings was reviewed regarding the time commitment on the subject's part.

The triadic rehearsal training materials were introduced, and the triadic process explained. For each consultation skill, the subject was instructed to read the definition, then listen to the example on the cassette tape. With the subject taking the role of stimulus speaker by reading the statement on the card, the cooperator taking the role of responder and skill demonstrator, and the experimenter taking the role of critic and reinforcer, the triadic training was conducted.

For each consultation skill, there were two stimulus statements provided. Each statement constituted the basis for one practice round, with each round requiring the subject, the cooperator, and the experimenter to each play the roles of speaker, responder, and critic. On round one with the first statement, the experimenter modeled positive reinforcement of the skill. On round two with the second statement, the experimenter added constructive criticism to the positive reinforcement.

The three trials per round assured that the subject could provide an appropriate stimulus, respond to a stimulus using an appropriate consultation skill, and identify what

was done well and what needed improvement in another's demonstration of that skill. The three trials of the triadic training also served the experimenter, cooperator and subject as a warm-up period. The topics used as stimulus sentences all began with non-school subjects, and moved toward topics related to education.

At the end of the two rounds of triadic rehearsal of each skill, the subject was given the opportunity to ask questions or to rephrase what she had understood the skill to be. If the subject expressed uncertainty about the consultation skill, a third round was allowed. If the subject indicated readiness to proceed and an understanding of the six consultation skills, the three micro-simulations were begun.

The same sequence of presentation of materials and directions was followed for all three micro-simulations of the Group A training phase. The experimenter took the role of observer, guide, and presenter of materials. The cooperator took the role of the regular class teacher and the subject took the role of resource specialist.

Five minutes were allowed for reading the new background information, the new role of the cooperator and the new priorities for each fictional learning disabled child. Thus, each micro-simulation and its preparation time

accounted for fifteen minutes. The three micro-simulations of the Group A training phase required 45 minutes to complete.

Specific directions for Group A subjects were given by the experimenter. The subjects were asked to use as many of the six consultation skills as possible while keeping to a normal conversational pattern; to select one of the three priorities for the pre-referral conference listed on the back of the micro-simulation card; and to work toward the achievement of that priority during the micro-simulation.

The subjects and cooperators were also provided with a card containing the rules for players on all simulations before beginning the three micro-simulations. The following nine rules were stated:

1. Neither the regular class teacher nor the resource specialist can remove the child from the regular class for special education placement. All you can decide together is whether the child needs evaluation, class adjustments or modifications, or observation in the context of the class.

2. Remember the regular teacher went to the principal in good faith to refer the child with learning problems or behavior problems. The regular teacher found it was necessary according to law to try to work out ways of keeping that child in the classroom.

3. The regular teacher and the resource specialist do not know one another well; each is an "unknown quantity" to the other.

4. The regular teacher's list of priorities for each child is based on several months' observation and work with that child, parent conferences, and informal talks with the child's teacher from last year.

5. The resource specialist's list of priorities is based on previous group and individual test data, the cum folder and the school nurse's record. These sources of information are different from the regular teacher's, but no more important.

6. Each player is to begin by choosing one of the priorities from the list of priorities as the starting point in the conversation. These priorities are the goals desired, which may have to be modified. Each player is determined not to end up with the entire responsibility for the child in question.

7. Both players are interested in how the child interacts with peers, and with academic and behavioral progress.

8. The two players have only ten minutes today for each of the simulation conferences. They must think of it as a time to decide what will be negotiated as a temporary plan of action.

9. Each player must choose one priority which is of the most immediate concern, since the time is so brief. Each player must decide what the person whose role is being assumed would choose as top priority.

These rules were read aloud by the experimenter, with the subject and the cooperator reading silently from their cards. At the beginning of each micro-simulation, the subject and the cooperator were given cards containing the background information on that child and the three priorities from which each could choose. The cooperator always received a card containing a slightly different role, because the simulated conferences involved a second grade teacher, a fourth grade teacher, and a sixth grade teacher.

For the subject, the role of resource specialist remained the same throughout the three micro-simulations of the training phase: only the descriptions of the learning disabled children and the related priorities changed.

The subject and the cooperator were provided with this set of criteria for ending the simulation conference:

1. Each player has requested and offered one strategy that will help solve the most obvious problem the child has within the classroom.

2. Each player has compromised one original view on what to do for the child.

3. Each player has accepted one strategy of the other player.

Though many simulations utilize a debriefing period after the participants have played their assigned roles and met the established criteria for completion of the simulation, such a discussion was considered to be a possible source of contamination of treatment effects. The subjects of Group A were told that their schools would receive copies of the final report of the study upon its completion. All 15 subjects assigned to Group A for the live simulation training completed the experimental procedure.

Videotaped Models Simulation Training

For Group B subjects, the treatment was conducted at two small group meetings held after school at elementary school sites. Group sessions were found necessary due to lack of available videotape playback and viewing equipment at each school site. The experimenter acted as a facilitator, and the cooperator as an assistant.

The Group B training sessions utilized a similar sequence to the individual Group A sessions. The subjects were given an overview of the sequence of training on the six consultation skills, triadic rehearsal in small groups, and the viewing of the videotaped micro-simulations.

The triadic training on each of the six consultation skills took place as a peer group rehearsal, with three subjects forming each triad. Prior to the introduction of each skill, the experimenter played the recorded

example of the skill on the prepared audio cassette tape, and the definition of each skill was presented. The three subjects in each group each took the roles of stimulus speaker, skill demonstrator or responder, and critic in the two rounds provided for each consultation skill. The experimenter and cooperator circulated among the groups to monitor their rehearsal.

At the conclusion of the triadic training on the six skills, the micro-simulation materials packets were distributed by the cooperator. The subjects were informed that the videotape segments showed three simulated pre-referral conferences between two individuals taking the roles of regular class teacher and resource specialist. The nine rules and three criteria for ending the simulated conferences were described orally as conditions of the interactions they would view. The subjects were asked to read the background information from each educator's viewpoint before the segment was shown. Subjects were assigned clusters of consultation skills to look for, and these assignments were rotated after each segment.

Following the viewing of each videotaped segment, a brief feedback session was held during which the subjects identified for the group the examples of the six consultation skills. Examples were also solicited from the group as

a whole on both the verbal problem-solving behavior of the videotaped regular teacher and the resource specialist.

Nine subjects attended the first meeting, and four subjects attended the second meeting. The two subjects who dropped out of Group B were to have attended the second meeting. A total number of 13 subjects, assigned to Group B for the videotaped models simulation training, completed the experimental procedure.

Post-training Assessment and Data Collection

The post-training phase consisted of the administration of the fourth micro-simulation for the two treatment groups; the self-administration of the Situation Reaction Test by both treatment groups, the control group, and the resource specialists.

The Test of Acquisition of Consultation Skills

For Group A subjects, this fourth micro-simulation was conducted immediately after the three micro-simulations of the training phase. It was considered that the effects of the training techniques would be greatest at that time. The same reasoning held true for the subjects of Group B, although the numbers of subjects attending the two group meetings made immediate testing unfeasible. Therefore, Group B subjects were all scheduled for the fourth micro-simulation test during the week following their viewing of the videotaped micro-simulations.

All administrations of the Test of Acquisition of Consultation Skills were recorded on audio cassette tapes. These individual tests followed the identical format to the three micro-simulations of the training phase for Group A, with the difference that the subjects took the role of the regular class teacher and the tester took the role of the resource specialist. The cooperators and the experimenter served as testers to make it possible to test more than one subject per session. The materials used for the micro-simulation test have been included in Appendix B.

For Group A subjects, the fourth micro-simulation required a second role reversal, back to their own regular teacher role after taking the resource specialist role during the application phase. Group B subjects had no role reversal, since they had never been assigned a role during the viewing of the videotaped micro-simulations.

Subjects in both treatment groups were assured that their names would not be placed on these audio cassette tapes; only the number assigned to each subject would appear. The subjects were told that each test micro-simulation should take no more than 15 minutes, and no less than five minutes. An average time of 10 minutes was the goal of the experimenter. For Group A subjects, the fourth micro-simulation test took the same 15 minutes as each of the training phase micro-simulations.

For Group B subjects, the format of the micro-simulation was presented in written form for the first time during the testing phase. For this reason, subjects in Group B were allowed up to 10 minutes to listen to the tester read the directions and explain the relationship of the videotaped micro-simulations to this micro-simulation, to ask questions, and to read the background on their role, on the fictional learning disabled child, and the three priorities for that child.

The Situation Reaction Test

All subjects received a copy of this instrument after Group B had been trained. Thus, all three groups had the same six-week period in which to complete the SRT. All subjects were asked to give their completed SRTs to the resource specialist at their school sites. Directions for selecting answers on the SRT were: Please read each case and all the items. As you go through the cases, pick out the two best responses under each item. Define best answers as those responses which you would feel most comfortable with, and most effective with, given the situation and the role of that particular regular class teacher. Take only one-half hour.

In-school Behavioral Data Collection

After the training, subjects in all three groups received the behavioral data collection form. The form was

explained as an instrument for gathering self-reported information on a subject's frequency of four variables. These were:

1. conferences with parents of a learning disabled child,
2. informal contacts with parents of a learning disables child,
3. conferences with resource specialists,
4. informal contacts with resource specialists.

In addition to collecting a frequency count of these conferences and contacts for the last six weeks of the 1980 school year, subjects estimated the number they had had during the last six weeks of the 1979 school year.

In the seven schools from which subjects were drawn, resource specialists collected data on four follow-up variables for the last six weeks of the 1980 and the 1979 school years. These were:

1. informal contacts with the subject,
2. I.E.P. conferences which the subject attended or to which she contributed information,
3. formal referrals for special education assessment or placement made by each subject,
4. informal referrals each subject made to acquire information or assistance for children in the regular class.

The control group, Group C, received their testing phase materials through distribution by the experimenter using the school sites' staff mailboxes. Each control received a letter of instructions, the Situation Reaction Test, and a behavioral data collection form. A stamped, self-addressed envelope was provided for those controls who might forget to give their materials to their resource specialist. Resource specialists and school site principals at all schools with controls were given information for the controls' answering questions. Resource specialists at all seven schools were given large manilla envelopes for returning testing phase materials to the experimenter.

During the final weeks of the school year, all subjects and controls who had not yet turned in their materials were contacted in person by the resource specialists, and on the telephone by the experimenter. By the end of July, 1980, all materials had been received.

Treatment group A completed all three phases of the experiment intact with 15 subjects. Groups B and C each completed the experiment with 13 subjects.

CHAPTER IV

RESULTS

Overview

The results of this empirical research study are presented in this chapter. The data generated were analyzed in several ways. These analyses considered the independent variable of group membership as randomly assigned to treatment conditions: the live simulation training group (Group A), and the videotaped models simulation training group (Group B), and the non-treatment control group (Group C). These three levels of the independent variable were tested by three measures following treatment administration: the Test of Acquisition of Consultation Skills, the Situation Reaction Test, and the post-training behavioral data collected in schools. Each of these measures consisted of several variables.

The Test of Acquisition of Consultation Skills was used with Groups A and B to assess subjects' ability to demonstrate the six consultation skills in which they had been trained immediately following treatment administration. The six consultation skills comprised the six variables examined in the first analysis. These were: feedback,

clarifying/information-gathering questions, refocusing, consensus statements, providing a comfortable retreat, and circumventing an impasse. These verbal problem-solving skills have been defined in Chapter II.

The first analysis consisted of five one-way ANOVAs, each of which examined the two treatment groups by acquisition of one consultation skill. The second analysis examined the same two groups and six consultation skills data, with the six skills aggregated into two components. In these two one-way ANOVAs, the first three skills were grouped into Component One, response skills, and the second three skills into Component Two, synthesis skills. Both the first and second analyses were used to test Hypothesis 1.

The Situation Reaction Test was used to test the two treatment groups and the control group on their ability to select responses which indicate use of the six consultation skills. This 20-item paper and pencil instrument was self-administered by the subjects on their own time. The SRT was based on the same four situations upon which the three micro-simulations (The Test of Acquisition of Consultation Skills) were structured. The data collected from the three groups on this instrument was examined in a series of 80 Chi Squares, with post-hoc analyses of the four significant Chi Square procedures. The SRT was used to test Hypotheses 2 and 3.

In-school behavioral data were collected by all three groups on four follow-up variables during the six weeks following the administration of treatment. These were simple frequency counts of conferences with parents of a learning disabled child, informal contacts with parents of a learning disabled child, conferences with the resource specialist, and informal contacts with the resource specialist regarding a learning disabled child. These data were examined in the fourth analysis by means of four one-way ANOVAs (three groups x in-school behavioral variable). The in-school behavioral data were used to test Hypotheses 4 and 5.

Hypotheses

The remainder of this chapter has been organized in the five sections corresponding to the five hypotheses. Each section includes a restatement of the hypothesis, the statistical analyses used, the alpha level set for the statistical analyses, and the presentation of results.

Hypothesis 1 (null)

This null hypothesis stated that there would be no differences in the frequency of consultation skill demonstration between the two treatment groups on the Test of Acquisition of Consultation Skills.

One-way ANOVAs were conducted on the two treatment groups x each of five consultation skill variables. The alpha level was set at .05 for these statistical analyses.

No ANOVA procedure could be conducted on the sixth consultation skill, circumventing an impasse. This skill was not observed to occur in the behavior of the regular teacher subjects by judges on the Test of Acquisition of Consultation Skills.

There were no significant differences on variables one (feedback), two (clarifying/information-gathering questions), three (refocusing), and five (providing a comfortable retreat). Variable four, consensus statements, showed significant differences between the two groups ($p < .009$). Group B, the videotaped models simulation treatment, demonstrated a greater frequency of use of this consultation skill than Group A, the live simulation training group.

The statistical analysis indicated a significant difference between groups on consensus statements beyond the .01 level; therefore, the null hypothesis was rejected. The rejection of this null hypothesis indicates that Group B, the videotaped models simulation group, demonstrated a greater frequency of consultation skills for the variable consensus statements than Group A, the live simulation training group.

Data on the six consultation skill variables were collected by recording all administrations of the Test of Acquisition of Consultation Skills on audio cassette tape.

These cassette tapes were submitted to content analysis using a frequency count of the six skill variables by a panel of independent judges. These judges were doctoral students in special education and educational psychology, with experience as regular class teachers, special education teachers, and resource-level personnel.

The ANOVA summary of the five one-way ANOVAs is presented in Table 1. Group means are shown in Table 2. Inter-rater reliabilities on the five skills observed in the Test of Acquisition of Consultation Skills are found in Table 3.

A second set of two one-way ANOVAs was conducted on the data in Table 1. Component one was formed by combining the three one-way ANOVAs on the first three consultation skill variables (feedback, clarifying/information-gathering questions, and refocusing). Component Two was formed by combining the three one-way ANOVAs on the second three consultation skill variables (consensus statements, providing a comfortable retreat, and circumventing an impasse). These two components were created based on the first group having been defined in Chapter II as response behaviors, and the second group as synthesis behaviors.

The results of the one-way ANOVA indicated a significant difference ($p < .003$) between Groups A and B on Component Two. Again, Group B demonstrated a greater

frequency of using the consultation skills which made up Component Two. It should be noted that this component contained consultation skill variable four, consensus statements, which can be considered the major source of the significance of Component Two. The relevant statistical findings are presented in Table 4.

Hypothesis 2 (null)

This second null hypothesis stated that there would be no differences between the responses on the Situation Reaction Test that indicated use of consultation skills endorsed by the simulation training group (Group A) and the videotaped models group (Group B).

For each of 80 responses on the Situation Reaction Test, a separate Chi Square Test was conducted between the three groups. Alpha was set at .05 for these analyses. Out of these 80 responses, significant differences between groups were found on four responses. Analyses were computed on an "endorse/do not endorse" basis using the original cell frequencies for each of the three groups. On 76 of the responses, no significant differences were found between groups on the endorse/do not endorse dimension.

The four responses for which significant differences were found represented only two consultation skills, clarifying/information-gathering questions and providing a comfortable retreat. Responses 4D (χ^2=11.690, df=2

$p < .003$) and 16B ($\chi^2 = 8.981$, df=2, $p < .01$) were both clarifying/information gathering questions. Responses 16D ($\chi^2 = 9.547$, df-2, $p < .009$) and 19B ($\chi^2 = 14.431$, dF=2, $p < .001$) were providing a comfortable retreat.

The statistical analyses for this hypothesis indicated the differences for four responses were significant beyond the .01 level; therefore, the second null hypothesis was rejected. Rejection of this null hypothesis indicates that there were statistically significant differences in the endorsements of SRT responses by Groups A and B.

For these four responses, Table 5 presents means and standard deviations; Table 6 presents the frequency of endorsement data; and Table 7 presents summary data from the Chi Square tests.

Hypothesis 3

The third hypothesis stated that both treatment groups would endorse more responses on the Situation Reaction Test that indicate use of consultation skills than the control group. On the two responses where significant differences in endorsements were found for clarifying/information-gathering questions, Group B endorsed the skill more frequently than Group A or the control group (Item 4D at $\chi^2 = 11.690$, df=2, $p < .003$; Item 16B at $\chi^2 = 8.981$, dF=2, $p < .01$).

On the two responses where significant differences were found in endorsements for providing a comfortable retreat, there was no parallel to the endorsements for clarifying/information-gathering questions. On Response 16D, Group A and the control group endorsed providing a comfortable retreat more frequently than Group B (χ^2=9.547, df=2, $p < .009$). On Response 19B, Group B and the control group endorsed this skill more frequently than Group A (χ^2=14.431, dF=2, $p < .001$).

Table 6 shows the frequency with which the different groups endorsed/did not endorse the four responses for which significant differences were found. Because Group B did endorse two significant responses on clarifying/information-gather questions more frequently than the other two groups, some support is found for this hypothesis. The support is very limited, however, due to the lack of greater frequency of endorsement by both treatment groups over the control group, and the small percentage of the 80 Chi Square tests with significant differences.

Hypothesis 4 (null)

The fourth hypothesis stated that there would be no differences between the two treatment groups during the six weeks following the administration of treatment on the numbers of conferences with parents, informal contacts with parents, conferences with special education resource persons

(resource specialists), and informal conferences with special education resource persons (resource specialists) regarding learning disabled children.

One-way ANOVAs (three groups x each of four in-school behavioral variables) were conducted on the data self-reported by the regular class teachers in the two treatment groups and the control group for the six weeks in 1980 following treatment administration. The alpha level was set for these ANOVA procedures at the .05 level. A significant difference between groups was found for the variable, number of parent conferences regarding learning disabled children ($p < .02$). The variable, number of resource specialist conferences, approached but did not reach significance ($p < .051$).

The statistical analysis revealed a significant difference between groups for the variable, number of parent conferences; therefore, the null hypothesis was rejected. The rejection of this hypothesis indicates that the two treatment groups demonstrated significantly different frequencies of conferences with parents of learning disabled children.

Table 8 presents the summary data on the four one-way ANOVAs conducted on the in-school behavioral variables.

Hypothesis 5

The fifth hypothesis stated that both treatment groups would demonstrate a greater number of in-school behavioral applications than the control group during the six weeks following treatment administration. The four behavioral application variables were parent conferences, informal parent contacts, resource specialist conferences, and informal resource specialist contacts which occurred with the regular teacher subjects regarding learning disabled children.

Post-hoc analysis of the four one-way ANOVAs (three groups x each of four in-school variables) for the variable which yielded significant differences between groups utilized a t test for group means. The group means on the variable parent conferences were: Group A, 6.5333; Group B, 1.8462; and Group C, 2.2308. The t test for this variable indicated that there were significant differences between Groups A and B ($p < .01$), and between Group A and the control group ($p < .02$).

The difference between Groups A and B can be seen to be greater than the difference between Group A and the control group. The t ratio for the difference between Groups A and B was 2.6997, and for Groups A and C, 2.4782. The difference favored Group A in both cases. Support is indicated for this alternative hypothesis.

For the variable, resource specialist conferences, a post-hoc analysis was also conducted. It was considered that the probability level of .0510 for this one-way ANOVA could be read as $p < .05$; thus, it merited a post-hoc analysis (Ferguson, 1976). A *t* test for group means was used with the following group means: Group A, 4.1333; Group B, 1.2308; and Group C, 2.5385.

The *t* test indicated significant differences between Groups A and B at the .02 level. The *t* ratio for the difference between Groups A and B was 2.5266, with Group A greater than Group B.

Table 9 presents the estimates of means for all four in-school variables. Table 10 is a descriptive table showing the total number of conferences and contacts for each group.

The final chapter of this research study is comprised of the discussion of results, conclusions, and recommendations for further research and for field application.

Table 1

One-way ANOVAs of Five Consultation Skills by Two Treatment Groups[a]

Source of Variance	Degrees of Freedom	Sums of Squares	Mean Square	F Value	p Value
Feedback	1	0.1760	0.1760	0.1307	0.7206
Error	26	35.0026	1.3463		
Clarifying/Information-gathering Questions	1	8.2704	8.2704	1.9070	0.1790
Error	26	112.7564	4.3368		
Refocusing	1	0.0055	0.0055	0.1237	0.7278
Error	26	1.1641	0.0448		
Consensus Statements	1	4.8661	4.8661	8.0375	0.0087*
Error	26	15.7410	0.6054		
Providing a Comfortable Retreat	1	0.1648	0.1648	6.1905	0.0196**
Error	26	0.6923	0.0266		

[a] n = 15 subjects in Group A; 13 subjects in Group B

*$p < .01$

**spurious significance due to no observations of this skill in Group A

Table 2

Estimates of Means for Two Groups[a]
on Five Consultation Skills

Category	Variable	Treatment A	Treatment B	Total
One	Feedback	0.9667	0.8077	0.8929
Two	Clarifying/ Information-gathering Questions	1.3333	2.4231	1.8393
Three	Refocusing	0.0667	0.0385	0.0536
Four	Consensus Statements	0.4333	1.2692	0 8214
Five	Providing a Comfortable Retreat	0.0000	0.1538	0.0714

[a] n = 15 in Group A; 13 in Group B

Table 3

Inter-rater Reliabilities on Six Consultation Skills for the Test of Acquisition of Consultation Skills

Category	Variable	Inter-rater Reliability
One	Feedback	.93
Two	Clarifying/Information-gathering Questions	.94
Three	Refocusing	.67
Four	Consensus Statements	.64
Five	Providing a Comfortable Retreat	.33
Six	Circumventing an Impasse	No observations of incidence
Total		.70

Note:
Two independent judges content analyzed the 28 cassettes of the Test of Acquisition of Consultation Skills (n = 15 in Group A; 13 in Group B)

Table 4

One-way ANOVAs for Components One and Two on Two Treatment Groups

Source of Variance	Degrees of Freedom	Sum of Squares	Mean Square	*F* Value	*p* Value
Component One	1	5.6733	5.6733	0.6658	0.4219
Error	26	221.5410	8.5208		
Component Two	1	6.8222	6.8222	11.1864	0.0025
Error	26	15.8564	0.6099		

Note:
n = 15 in Group A; 13 in Group B

Component One = *Feedback*, *Clarifying/Information-gathering Questions*, and *Refocusing*

Component Two = *Consensus Statements*, *Providing a Comfortable Retreat*, *Circumventing an Impasse*

Table 5

Means and Standard Deviations for
Responses with Significant Chi Square Tests on the SRT

Response	Mean	Standard Deviation
Four D	0.51	0.51
Sixteen B	0.15	0.36
Sixteen D	0.90	0.30
Nineteen B	0.83	0.38

Note:
n = 15 for Group A; 13 for Groups B and C

Table 6

Endorsements of the Four Responses with Significant Chi Square Tests by Three Groups

Response	Type of Variable	Group A	Group B	Control	Total
Four D	Clarifying/Information-gathering Questions				
No		12	2	6	20
Yes		3	11	7	21
Sixteen B	Clarifying/Information-gathering Questions				
No		15	8	12	35
Yes		0	5	1	6
Sixteen D	Providing a Comfortable Retreat				
No		0	4	0	4
Yes		15	9	13	37
Nineteen B	Providing a Comfortable Retreat				
No		11	1	3	15
Yes		4	12	10	26

Note:
$n = 41$; 15 in Group A; 13 in Group B and the Control group each

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Table 7

Chi Square Analyses of Differences Between
Groups' Endorsements on Four Responses of the Situation Reaction Test

Response	Type of Variable	Chi Square	Degrees of Freedom	Significance Level
Four D	Clarifying/Information-gathering Questions	11.690	2	0.0029
Sixteen B	Clarifying/Information-gathering Questions	8.981	2	0.0112
Sixteen D	Providing a Comfortable Retreat	9.547	2	0.0085
Nineteen B	Providing a Comfortable Retreat	14.431	2	0.0007

Note:
n = 15 for Group A; 13 for Group B and Group C each

Table 8

One-Way ANOVAs on In-school Behavioral Application Variables on Three Groups

Source of Variance	Degrees of Freedom	Sum of Squares	Mean Square	F Value	p Value
Parent Conferences	2	193.1447	96.5724	4.6002	0.0163
Error	38	797.7333	20.9930		
Parent Contacts	2	3.2781	1.6390	0.0262	0.9742
Error	38	2381.6001	62.6737		
Resource Specialist Conferences	2	59.2160	29.6080	3.2213	0.0510
Error	38	349.2718	9.1914		
Resource Specialist Contacts	2	1164.5121	582.2560	2.6804	0.0815
Error	38	8254.7090	217.2292		

Note:
n = 15 in Group A; 13 in both Group B and C

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Table 9

Estimates of Means of In-school Behavioral Application Variables on Three Groups[a]

Variable	Treatment A	Treatment B	Control	Total
Parent Conferences	6.5333	1.8462	2.2308	3.6829
Parent Contacts	5.4000	5.6154	6.0769	5.6829
Resource Specialist Conferences	4.1333	1.2308	2.5385	2.7073
Resource Specialist Contacts	20.8000	8.0000	13.2308	14.3415

[a] $\underline{n}$ = 15 in Group A; 13 in Group B and the Control Group each

Table 10

Total Numbers of Conferences and Contacts
Regarding Learning Disabled Children by Three Groups[a]

In-school Variable	Group A	Group B	Control Group
Parent Conferences	98	24	29
Parent Contacts	82	33	39
Resource Specialist Conferences	62	16	33
Resource Specialist Contacts	311	104	172

[a] $\underline{n}$ = 41; 15 in Group A; 13 each in Group B and the Control Group

CHAPTER V

DISCUSSION

This chapter presents a summary of the results with respect to the five original hypotheses. Subsequent sections include discussion of the contribution made by the present research toward resolution of the original problem; conclusions and theoretical implications; and recommendations for further research and for field applications.

Summary of Results

Hypothesis 1 (null)

This null hypothesis stated that there would be no differences on the frequency of consultation skill demonstration between the two treatment groups on the Test of Acquisition of Consultation Skills. Five one-way ANOVAs were conducted on the skills observed as demonstrated by the panel of judges. The fourth skill, consensus statements, showed significant differences between the two groups beyond the .01 level; therefore the null hypothesis was rejected. Group B, the videotape models simulation training group, demonstrated a greater frequency of consensus statement use than Group A, the live simulation training group.

Hypothesis 2 (null)

This null hypothesis stated that there would be no differences between the responses on the Situation Reaction Test that indicated use of consultation skills endorsed by the live simulation training group (Group A) and the videotaped models group (Group B).

For each of 80 responses on the Situation Reaction Test, a separate Chi Square Test was conducted between the three groups. On 76 of the responses, no significant differences were found between groups on the endorse/do not endorse dimension. On four significant differences were found beyond the .01 level. Alpha had been set at .05; thus, for these four responses, the null hypothesis was rejected. Rejection of this null hypothesis indicated that there were statistically significant differences in the endorsements of SRT responses by Groups A and B. These results, however, must be interpreted with caution due to the low number of significant Chi Square Tests out of the total 80 conducted.

Hypothesis 3

The third hypothesis stated that both treatment groups would endorse more responses on the Situation Reaction Test that indicate use of consultation skills than the control group. On two responses for the skill clarifying/information-gathering questions, Group B endorsed the skill

more frequently than Group A or the control group (Item 4D at $\chi^2 = 11.690$, df = 2, $p < .003$; Item 16B at $\chi^2 = 8.981$, df = 2, $p < .01$). On two responses for the skill providing a comfortable retreat, significant differences were also found. On Response 16D, Group A and the control group endorsed this skill more frequently than Group B ($\chi^2 = 9.547$ df = 2, $p < .009$). On Response 19B, Group B and the control group endorsed this skill more frequently than Group A ($\chi^2 = 14.431$, df = 2, $p < .001$).

Limited support is indicated for this alternative hypothesis, because significant differences were found on four responses out of 80 on the Situation Reaction Test.

Hypothesis 4 (null)

This null hypothesis stated that there would be no differences between the two treatment groups during the six weeks following the administration of treatment on the numbers of conferences with parents, informal contacts with parents, conferences with resource specialists, and informal contacts with resource specialists. All four in-school variables related to conferences and contacts regarding learning disabled children.

One-way ANOVAs were conducted on each of the four variables for all three groups on the data self-reported by the regular class teachers. A significant difference between groups was found for the variable parent conferences regarding learning disabled children ($p < .02$). The

variable resource specialist conferences approached but did not reach significance ($p < .051$). The null hypothesis was rejected. This rejection indicated that the two treatment groups demonstrated significantly different frequencies of conferences with parents of learning disabled children.

Hypothesis 5

The fifth hypothesis stated that both treatment groups would demonstrate a greater number of in-school behavioral applications than the control group during the six weeks following administration of treatment. The variables were: the number of conferences with parents, informal contacts with parents, conferences with resource specialists, and informal contacts with resource specialists.

Post-hoc analyses were conducted for the variable which yielded significant differences between groups on the one-way ANOVA for parent conferences ($p < .02$), and for the variable which approached significance on the one-way ANOVA for resource specialist conferences ($p < .051$).

The t test conducted for parent conferences indicated that there were significant differences between Groups A and B ($p < .01$), and between Group A and the control group ($p < .02$). The difference between Groups A and B was greater than that between Group A and the control group. Group A was favored in both cases.

The t test conducted for resource specialist conferences was done on the rationale that the level of .051 could be read $p \leq .05$. A significant difference was found between Groups A and B at the .02 level, with Group A greater than Group B.

Some support was indicated by both post-hoc analyses for this hypothesis, although it can be seen that the differences between Groups A and B are the sources of significant differences for the variables parent conferences and resource specialist conferences. No significant differences were found between Groups B and C; thus, it cannot be stated that both treatment groups did better than the control group.

Contribution of the Present Research

Discussion of the contribution of the present research toward resolution of the original problem must be predicated on a restatement of both the problem and the purpose of the study. The original problem proceeded from the mandate in P.L. 94-142 that educational planning for handicapped students must be a shared task among educators, parents and related professionals. In particular, both the regular class teacher and the special education resource person (resource specialist) require consultation skills to participate equally in educational planning for learning disabled children at the pre-referral stage. The resource person is more likely to have acquired training and

experience in these verbal problem-solving skills than the regular class teacher.

The purpose of the present empirical investigation was to study the ability of regular class teachers to learn consultation skills in a short period of time by modeling techniques in two different simulation formats. Three scientific issues were isolated:

1. Can subjects learn consultation skills by modeling,
2. Are the Triadic Model of Consultation (Tharp & Wetzel, 1969) and the Informal Negotiation Model (Martin, 1976) effective or useful in this context,
3. Can simulation or modeling training be effective in two hours.

Issue 1

Can subjects learn consultation skills by modeling was the first issue addressed. Hypothesis 1 was tested by the Test of Acquisition of Consultation Skills, which was designed to assess subjects' ability to demonstrate the consultation skills immediately after treatment administration. It is important to note that for both treatment groups, the subject took the role of the regular teacher in this fourth test micro-simulation. In the training phase, Group A subjects had taken the role of the resource specialist in three micro-simulations; Group B subjects had not been assigned roles for viewing the videotaped micro-simulations.

The results indicate that for one of the six skills, no one demonstrated use of circumventing an impasse while taking the role of the regular teacher. On the variable consensus statements the videotaped models viewing subjects of Group B demonstrated significantly more uses of this skill than Group A. On the four remaining consultation skills, there were no significant differences.

The question arises: are some consultation skills role-specific to the consultant or resource person in a pre-referral educational planning conference? Descriptive data collected by the experimenter while observing the subjects and the cooperator take their respective roles of resource specialist and regular class teacher in the live simulation training condition suggest that the situation of the pre-referral consultation conference may influence which role member demonstrates the different consultation skills. These descriptive data document demonstrations on the part of the subject as resource specialist utilizing the skills of feedback, clarifying/information-gathering questions, consensus statements, and providing a comfortable retreat.

During the fourth test micro-simulation for Group A, the experimenter observed the cooperator demonstrating the same range of consultation skills as the subject had while taking the resource person role. The cooperators noted that it was difficult to find opportunities to use the skill

of circumventing an impasse due to the cooperativeness of subjects. One might argue, as Coleman (1968) has, that the social simulation develops a context of its own, which constitutes a "caricature of social life" (p. 7). The present social simulations have been structured on the Triadic Model of Consultation (Tharp & Wetzel, 1969), which stipulates that the flow of influence is unidirectional from consultant (resource person) to mediator (regular teacher); the resource person has the advantage.

These simulations may constitute a caricature of the social life in public elementary schools in that very little strong disagreement, let alone confrontation, occurred. Neither subjects nor cooperators found many opportunities to circumvent an impasse. It may be surmised from the descriptive data and from the results of the statistical analyses that the person taking the role of the consultant or resource person exerts greater influence on the process of the simulation conference through the selection of different verbal problem-solving skills; however, it may be speculated that the person taking the role of the regular teacher or consultee exerts a certain kind of control over the outcome of the conference. This control resides in the power this role taker has in the exposition of the case history of the child in question, the power to terminate the conference through creating an impasse or

sudden agreement, and the power to refuse to refer the child for assessment or to implement the resource person's suggestions.

Group B subjects were free to relate to either the resource person or the regular teacher. Group B subjects utilized significantly more consensus statements than Group A. One may deduce that Group B was able to use the process of covert rehearsal to practice the most cooperative of the perspective-taking skills. Group A may well have been so preoccupied by taking the unfamiliar role of the resource specialist that they were unable to transfer the consultation skills to their own real role.

The question can subjects learn consultation skills by modeling must be viewed in relation to the test applied. Subjects in both treatment groups were asked to demonstrate their acquisition of consultation skills on a fourth microsimulation that differed from the training context in terms of their role assignment. The one skill that appears to have met the test of transfer from one role to another is consensus statements. It is likely that this skill is seen by the regular teacher subjects as appropriate not only to resource specialists, but to regular class teachers as well.

The lack of more significant differences between groups on the Test of Acquisition of Consultation Skills

may be attributed to an inappropriate role reversal for Group A, and a more flexible role choice for Group B while viewing the videotapes. The lack of more significant results may be attributed to situational factors, to role-specific consultation skills, or to the artificiality of the social simulation as a training method. In summary, a number of factors may have contributed to the results on the fourth micro-simulation test. Learning consultation skills by viewing videotaped models appears to be a more productive modeling/simulation technique than live simulation training; however, both the model and the time constraints must be examined.

Issue 2

The second issue raised was: are the Triadic Model of Consultation (Tharp & Wetzel, 1969) and the Informal Negotiation Model (Martin, 1976) effective or useful in the context of training regular teachers in consultation skills by means of simulations?

The discussion of role-specific consultation skills in the preceding section lends support to the validity of the Triadic Model of Consultation as applied by Tharp (1975) to special education services delivery. The Triadic Model of Consultation meets all the requirements stated by Ruben (1977) for a suitable model upon which to structure a simulation as experience-based instruction.

The unidirectional flow of the means of social influence from the consultant (resource person) to the mediator (regular teacher) is supported by the apparent lack of transfer of consultation skills from the triad rehearsal training phase and the three application phase micro-simulations to the testing phase. During the triad rehearsal training phase, subjects in both treatment groups practiced the consultation skills in a general conversation context with no specific reference to roles or to case histories of learning disabled children in the regular classroom. During the application phase, Group A took the role of the resource specialist and Group B was free to take covertly either role viewed on the videotapes. During the Test of Acquisition of Consultation Skills and the Situation Reaction Test, all subjects took the role of the regular teacher.

Although it cannot be said that the Triadic Model of Consultation particularly facilitates transfer of consultation skills in simulations where the subject practices one role and then is tested for another, or views both roles and is tested for one role, the goodness of fit of the model is supported here. On both the Test of Acquisition of Consultation Skills and the Situation Reaction Test, subjects' behavior was proscribed by the rules and criteria for ending the simulation. These rules and criteria were functions of

both the Triadic Model of Consultation and the Informal Negotiation Model (Martin, 1976).

The Informal Negotiation Model (Martin, 1976) defines teacher-to-teacher negotiations as daily social interactions in which the actors, engaged in joint planning, coordination, and problem resolution, attempt to reach a collective agreement over their mutual problems, or the problems of a third party with whom they are both concerned (Martin, 1976, pp. 5-6). This model assumes joint responsibility for the third party, who is the learning disabled child in the regular classroom in the present study. Martin's (1976) model implies a collaborative, rather than adversarial, context. To a certain extent, Martin's model also implies equal, if not similar, positions in the school hierarchy. This last implication disqualifies the Informal Negotiation Model from serving as an appropriate structure for a simulation in the area of special education services. The resource person in her consultant role or the consulting teacher does not serve the same function as the regular class teacher. Though both may have the title of <u>teacher</u>, the first fills the role of provider of services; the second fills the role of consumer of services for herself and the learning disabled child in her class.

Martin's (1976) Informal Negotiation Model would be more appropriate for training simulations intended to teach planning skills to school personnel who are more clearly

peers than the special education resource person/consulting teacher and the regular teacher. Simulations designed to teach joint verbal problem-solving skills to administrators who will work as colleagues on a task force, or to regular teachers who will form a team in a team teaching situation could be structured on Martin's Informal Negotiation Model.

It has been argued that school personnel involved in the process of educating handicapped children in the regular classroom are subject to constraints not present in the voluntary consultation relationships which characterize case consultation in the mental health field (Lambert, 1971); Pryzwansky, 1974, 1977). Both the Informal Negotiation Model and the collaborative working model for school-based resource personnel in special education proposed by Pryzwansky (1977) would require a mutual working together through all phases of the Individualized Education Program (I.E.P.) process. Pryzwansky (1977) urged adoption of the collaboration model as a means of allowing both resource person and regular teacher to play an active rather than reactive role.

In summary, The Triadic Model of Consultation (Tharp & Wetzel, 1969) appears to be an accurate reflection of the role relationships between the resource specialist in her consultant role and the regular teacher; thus, it is useful for its familiarity to subjects and its goodness of

fit to the reality of schools. The Informal Negotiation Model (Martin, 1976) and related collaborative models (Brokes, 1975; Pryzwansky, 1977) offer possible structures for simulations for changing role behavior in schools and organizational patterns. The latter models would require implementation of innovations more sweeping than the Education for All Handicapped Children Act of 1975, P.L. 94-142.

Issue 3

The third issue raised was: Can simulation or modeling training be effective in two hours? The present research has measured effectiveness of the simulation/ modeling training in three ways:

1. the immediate acquisition of consultation skills,
2. the recognition of appropriate responses on the SRT,
3. the behavioral data on four in-school variables self-reported by the subjects over six weeks' time.

On the basis of the Test of Acquisition of Skills results with the two treatment groups as analyzed by the five one-way ANOVAs, it may be stated that videotaped models simulation training is more effective than live simulation training given the two-hour time frame. It has been suggested in the issue one sub-section that the subjects in the live simulation condition may have been so busy taking the unfamiliar resource specialist role, they did not learn skills for transferring to the regular teacher role. In

addition, one might argue that subjects in Group A were so busy interacting with the cooperator and actively taking the resource specialist role, they did not have time during the two hours' training session to learn the consultation skills and fit them into a personal conceptual framework.

Group B subjects demonstrated significantly more uses of the skill consensus statements than Group A subjects. Not only was Group B free to relate to either or both the resource specialist and the regular teacher in the videotaped micro-simulations, this group also did not interact with the cooperator and the experimenter on an individual basis until the testing phase. By contrast, Group A subjects met individually with the experimenter and the cooperator for two hours which included triadic rehearsal of the six skills, the application phase and the testing phase.

Within the two-hour sessions, time was utilized differently for the two treatment groups, and the ratio of experimenter and cooperator direct contact to each subject varied according to treatment condition. The triadic rehearsal training on the consultation skills required from 45 minutes to one hour. With Group B, this phase was conducted as a peer rehearsal between subjects; the experimenter and cooperator acted as facilitators. With Group A, this phase included the experimenter and cooperator as two-thirds of the triad.

The three application micro-simulations required 45 minutes for both treatment groups. For Group B, this phase consisted of viewing the videotaped models in three consultations, and looking for examples of the six skills. For Group A, direct interaction of the subject with the cooperator lasted the entire 45 minutes, except during the intervals allowed for reading the rules, the criteria, and the information on each child. The experimenter gave directions and observed the entire 45 minutes. Although Group B did review and discuss the consultation skills and goals noted in the videotapes, this was done as a group with the experimenter as a leader.

In summary, the subjects in Group B experienced a peer-oriented training as well as the opportunity for covert rehearsal of skills. Group A subjects experienced a much higher ratio of subject to experimenter and cooperator team: 1 to 2 for Group A; 9 to 2 for the first Group B session, and 4 to 2 for the second Group B session. The research on covert rehearsal and anxiety (McFall & Lillesand, 1971; Sarason & Ganzer, 1973) indicates that viewing the videotaped models simulation training could be more effective when the leader is not well known by the subjects, and subjects may feel anxiety over being observed individually by the experimenter.

The second means of measuring effectiveness of the two-hour treatments was the Situation Reaction Test (SRT). This paper-and-pencil instrument was intended to utilize the principle of covert rehearsal for subjects in all three groups. There was a high rate of agreement between the three groups on each of the 80 responses whether the choice was to endorse or not endorse the response. On only four of the 80 responses were there significant differences between groups.

To attach great importance to four responses for which significant differences between groups were found on the Chi Square Tests would be a mistake. Subjects were told to select the two best responses for each of the 20 items. "Best answers" were defined as those responses each subject would feel comfortable and effective with, given the situation and the regular teacher role. One possible explanation for the small number of significant differences is that the subjects were indeed guided by content and their individual senses of personal style, rather than by the consultation skills they had spent only two hours rehearsing and applying or viewing.

All responses were based on the consultation skills; thus, endorsement of a particular response by all three groups indicated that subjects felt they would be comfortable and effective with similar responses. Again, the time

limit of one-half hour which was to be self-imposed by the subjects may have contributed to greater attention to the content of the statements than the consultation process skill used.

The results of the Chi Square Tests on the 80 responses of the SRT provide little evidence of effectiveness of the two simulation training techniques. Perhaps a more effective instrument would have been an open-ended paper and pencil instrument, rather than a forced-choice instrument. The subjects' own responses would then have required content analysis for the six consultation skills. This might have duplicated the results of the Test of Acquisition of Consultation Skills, but some subjects might have felt more comfortable with such an instrument.

The third measure of effectiveness of the two-hour treatments consisted of the data collected by the subjects themselves on the four behavioral application variables in school during the six weeks following administration of treatment. These data were intended to gauge the extent to which subjects in the two treatment groups might apply the consultation skills in formal conferences with parents and resource specialists, and in informal contacts with parents and resource specialists regarding learning disabled children. These data did not constitute observational

analyses of skills used. The data consisted of simple frequency counts of the occurrence of the conferences and informal contacts.

Although there are several possible sources of extraneous variance in a field experiment (Kerlinger, 1973), it was considered that the true test of any kind of process skill training is its application in the school setting. The results of the four one-way ANOVAs on the in-school variables indicate that Group A, the live simulation training group, demonstrated significantly more occurrences of conferences with parents of learning disabled children than Group B, the videotaped models simulation group, or the control group. On the variable resource specialist conferences the differences between the three groups approached significance ($p \leq .05$); post-hoc analysis revealed a significant difference between the two treatment groups favoring Group A ($p < .02$).

Although it cannot be claimed that Group A learned specific consultation skills in the live simulation training in view of the results on the Test of Acquisition of Consultation Skills, it seems that these subjects gained something from the training experience. Several explanations may be inferred. First, the subjects of Group A may have become sensitized by their individual sessions to the opportunities for educational planning and problem solving

for the learning disabled children in their regular classes in conferences already scheduled with parents and resource specialists. Conferences regarding a learning disabled child were broadly defined as I.E.P. planning meetings, annual review meetings on I.E.P., and pre- and post-referral meetings on interventions and alternative educational placements.

The series of studies conducted pursuant to Connecticut Special Act 74-100 (Fenton et al., 1977; Yoshida et al., 1977) had found the regular teacher selecting few roles as appropriate to her in the I.E.P. process; that Connecticut chose to undertake an intensive program of inservice training in group processes, human dynamics and assertiveness skills for regular teachers. Goldstein et al. (1980) found in 14 observational analyses of I.E.P. meetings that regular teachers participated far less than resource teachers and parents. These findings support the possibility that Group A subjects gained confidence through the live simulation training. There may have been a practice effect resulting from the gestalt, or total experience of the simulations, which carried over into daily school behavior.

Informal contacts with the resource specialist were defined as brief reports in passing on the progress of a learning disabled child, requests for assistance or

information on the resource specialist program, and chance conversations at school where discussion turns to a particular child. Informal contacts with parents were defined as telephone calls home, notes sent home other than grade reports, and conversations both in and out of school where discussion turns by chance to the learning disabled child's progress.

Lack of significant differences on the variables informal contacts with resource specialists and informal contacts with parents of a learning disabled child may be a result of these contacts being more fleeting and haphazzard by nature, and thus more difficult to remember. Conferences are more likely to be scheduled in advance and recorded on a calendar, as well as having proceedings noted for further action.

A third explanation of the significant differences between groups on the conferences variables is that teachers sensitized to educational planning in pre-referral consultations may choose to take part in, even to initiate conferences, rather than leaving educational planning decisions for less direct contacts. Group A subjects may have been sensitized to face-to-face conferences by their live simulation training.

A fourth explanation of the significant differences favoring Group A is that the results are a consequence of

schools' effects: the possible differences in resource specialists, principals' support for the resource specialist program, and subjects' teaching experience. The random selection and assignment of subjects to groups should rule out this explanation.

A fifth explanation of the significant differences on the variable, parent conferences, follows from an examination of the role relationships between the regular class teacher and the parents of a learning disabled child being served in the regular class. It was stated earlier that the resource specialist is the provider of special education services, and the regular teacher the consumer of those services. This consultant to consultee relationship may have limited the transfer of consultation skills for Group A subjects, who took the role of the resource specialist in the live simulations. The relationship of regular teacher to parents, however, is also a consultant-consultee relationship. The regular teacher is the provider of educational services for whatever grade or subject she teaches. The parents are the consumers of that teacher's services and of the school system's services, on behalf of their child. The child in both triads is the target of services.

The two consultant-consultee relationships may be understood by means of the model offered by the Triadic

Model of Consultation (Tharp & Wetzel, 1969). The resource specialist or special education resource person takes the consultant role; the regular teacher takes the mediator role; and the handicapped child in the regular class takes the target role. The second triad fits the model less perfectly, because both the consultant (the regular class teacher) and the mediator (the parents) are actively engaged in influencing the target (the handicapped child). This influence may occur in different realms, with the teacher dealing primarily with academic growth and the parents dealing primarily with social and personal growth; however, both teacher and parents deal with skills in all these areas.

In the first chapter, it was submitted that for schools in which the resource person in special education also spends up to 50% of the time instructing children as in the Resource Specialist Program in California, both resource specialist and regular teacher are actively involved in influencing the learning of the child. In schools which stress communication with parents, the regular teacher subjects in Group A may have transferred their experience in the live simulations to the parent conferences where they are the consultants.

In summary, the effectiveness of both two-hour treatments, the live simulation training and the videotaped

models simulation training, was supported by measures designed to assess two separate sets of data. The effectiveness of the live simulation training was supported by the data collected by the subjects in all three groups. The long-range transfer effects of this treatment were supported by the significant differences on the variable parent conferences, and the significant difference between treatment groups on the variable resource specialist conferences.

The effectiveness of the videotaped models simulation training was supported by the data collected on the Test of Acquisition of Consultation Skills. The demonstration of significantly more uses of the variable consensus statements indicated this treatment was more effective in helping subjects learn the consultation skills given the time allowed. This effectiveness of this treatment was of an immediate nature; it may be conjectured that Group B did not transfer these skills to the in-school variables due to lack of reinforcement, and lack of sustained consultation participation.

Conclusions and Theoretical Implications

This section summarizes the arguments developed in the discussion of the contribution of the present research to resolution of the original problem. The section is divided into Conclusions and Theoretical Implications.

Conclusions

1. Some consultation skills may be role-specific to the special education resource person in the consultant role in educational planning consultation.

2. The consultation skill consensus statements appears to be perceived by regular teachers as appropriate to both the regular teacher role and the resource person role.

3. Social simulations used to teach consultation skills for educational planning for handicapped children seem to constitute a caricature of public elementary school life in that disagreement, confrontation and impasses seldom occur.

4. The person taking the role of the consultant exerts greater active influence on the process of the simulation conference through selection of verbal problem-solving skills.

5. The person taking the role of the consultee or regular teacher may exert control over the outcome of the simulation conference through description of the child, creating an impasse or agreement, and refusal to implement interventions.

6. Given a short period of time, videotaped models simulation training appears to be a more effective technique for helping subjects learn consultation skills.

7. Given a short period of time, live simulation training appears to be a more effective technique for long-term transfer to actual in-school conferences with parents and resource persons regarding learning disabled children.

8. This study provides evidence to support the use of simulation and modeling to teach consultation skills, although longer sessions distributed over time would be likely to produce more significant effects than those in the present research.

Theoretical Implications

1. The Triadic Model of Consultation (Tharp & Wetzel, 1969) appears to be an accurate reflection of the role relationships between the resource specialist in the consultant role and the regular teacher.

2. The Informal Negotiation Model (Martin, 1976) and other collaborative models (Brokes, 1975; Pryzwansky, 1977) appear to be more appropriate for structuring simulations for training school personnel who hold equal or similar positions in the school hierarchy to use consultation skills as peers. These models are not appropriate reflections of public school special education delivery systems.

3. The Triadic Model of Consultation (Tharp & Wetzel, 1969) applies not only to the resource specialist-regular teacher-handicapped child triad, but to the regular teacher-

parents-handicapped child relationship. When the regular teacher is in the consultant or expert position, consultation skills rehearsed while taking the resource specialist role may be utilized with parents.

4. The Triadic Model of Consultation (Tharp, 1975) as applied to special education services delivery lacks perfect correspondence with the Resource Specialist Program in California in which resource specialists spend part of their time instructing children directly. The model also lacks perfect correspondence with the regular teacher to parent relationship, since both parties are actively engaged in influencing the child.

5. The present research contributes to Ruben's (1977) Theory of Experience-based Instruction support for the use of live simulation training to teach the consultant role for transfer to similar roles and settings, rather than specific consultation skills.

Recommendations for Further Research and Field Applications

This final section is comprised of recommendations for both further research and for field applications. The present research is essentially a field experiment; thus, these recommendations are interrelated. The recommendations are:

1. A series of field studies should be undertaken in which observational analyses are conducted on the actual in-school pre-referral conferences between regular class teachers and resource person/consultants in special education to determine the consultation skills demonstrated. In related research, observational analyses should be conducted on the consultation between the regular class teachers and the parents of learning disabled and other handicapped children. These observational analyses should be examined as tests of the theory supporting the Triadic Model of Consultation (Tharp & Wetzel, 1969).

2. Research is recommended in which the Informal Negotiation Model (Martin, 1976) and conflict resolution skills (Johnson, 1971, 1974, 1975) are used to structure micro-simulations for training regular class teachers. These micro-simulations should posit situations in which realistic school-based conflicts have occurred, and the task of the parties involved is to confront the opposition, to define the conflict jointly, and to communicate cooperative intentions.

3. A combined treatment of live simulation training in consultation skills and videotaped models simulation training should be used with an experimental group of regular class teachers, compared to a control group for acquisition of consultation skills and frequency of conferences and contacts with parents and resource persons.

4. Research utilizing the same treatment conditions and control condition as the present investigation, but increasing the time variable to three hours, is recommended. Such research might clarify the degree to which the short period of time in the present study limited the acquisition of consultation skills.

5. Following extensive observation of the different types of contacts and conferences involved in the Individualized Education Program process on the communication skills demonstrated, a factor analysis procedure should be utilized to determine an estimate of the true number and nature of these skills. Verbal problem-solving skills, consultation skills and conflict resolution skills have all been proposed as appropriate to the I.E.P. process. A factor analytic approach to these skills would clarify the research literature, and provide appropriate content for teacher trainers.

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APPENDIXES

APPENDIX A

CORRESPONDENCE

C O P Y

UNIVERSITY OF SOUTHERN CALIFORNIA

School of Education
Department of Special Education
(213) 741-6260

With the permission of Ms. Floraline Stevens of the LAUSD Evaluations Branch I am contacting elementary school principals in the Administrative Area 4 of the Los Angeles Unified Schools to request an opportunity to speak with regular elementary school teachers who might be interested in participating in inservice-like simulation training sessions on consulting skills for planning for learning handicapped children. These simulation training experiences are a major component of my research grant from the U.S. Office of Education Bureau of Education for the Handicapped. This agency has funded my research, thus enabling me to pay participants a stipend for their time and work. After conferring with Mr. Eddie Daffin, Area 4's Master Plan for Special Education Coordinator, I have determined that for the 2 hours involved it would be appropriate to pay each participant a stipend of $25.00, upon completion of the project. The project will comprise the greater part of my dissertation research for the doctorate in Special Education at the University of Southern California.

Mr. Daffin has assisted me in understanding the parameters within which research projects in applied areas can be conducted in the LAUSD. All work with the teacher/participants would be done after the teachers' legal work day; all recorded tapes of practice consultations would be destroyed at the end of the project; and all participants' and schools' identities would be kept confidential by using numbers rather than names. My research deals with teachers' learning behavior rather than children's. There is no direct involvement with children in this study.

I have included here a copy of the consent form for participants, which gives an overview of what is involved. I will be following the letter up with a phone call to you, with the hope that you might be able to assist me in finding a time to describe the project and its potential benefits to your teachers.

Sincerely,
Diana Durham, BEH Doctoral Trainee
University of Southern California

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APPENDIX B

INSTRUMENTS

C O P Y Questionnaire for Teacher/Participants in Consultation Skills Simulations

Directions: Please answer each of these questions as simply as possible. If you feel extra room is needed for explanations, please use the back of the page.

1. How many years have you taught elementary school?_____

2. How many years have you taught in this school?_____

3. Have you ever taught a special education class? Yes___ No____

4. If the answer to #3 is Yes, please describe type of class:

_____

_____

5. Which teaching credentials do you hold?_____

_____

6. Have you had children who were learning handicapped in your class, also in the Resource Specialist Program? Yes_____ No_____

7. Have you ever studied to obtain a special education credential? Yes_____ No_____. If Yes, please indicate which one(s):

_____

_____

_____

8. Have you had some training in communications or consultation skills? Yes_____ No_____. If Yes, did you consider it extensive_____ sufficient_____ limited_____?

9. Have you had some experience with simulation training or structured role-playing for problem-solving? Yes_____ No_____

10. If your answer to #8 was Yes, please describe briefly:_____

_____

_____

C O P Y

Test of Acquisition of Consultation Skills:
A Fourth Micro-Simulation

ROLES FOR THE SIMULATION CONFERENCES

NOTE: Use for 1-4

THE RESOURCE SPECIALIST

You are in charge of the Resource Specialist Program at your elementary school. All of the children in your program are identified as Learning Handicapped children. Some of them have behavior problems, but all of them have learning problems. Right now you have 18 children who come to your program to get specialized help. The maximum class load for you is 24 children.

In addition to having a classroom where you work with children in small groups and on a one-to-one basis, you try to help regular class teachers make modifications in their classes for children who may be Learning Handicapped, or who may simply have some difficulty in one or two areas.

You are the newcomer to this school, where you have been a Resource Specialist for one year. Most of the teachers at this school have been here for at least five years. You have background in teaching regular elementary classes for two years (third grade) and special education/learning disabilities for one year. You have a Master's Degree and a credential in Learning Handicaps.

C O P Y

Test of Acquisition of Consultation Skills:
A Fourth Micro-Simulation (Continued)

RESOURCE SPECIALIST #4 Side One

Case History Material on Cora, a fifth grader

You are interested in the observations of Cora's fifth grade teacher, and pleased to be invited to discuss them. You are somewhat surprised that Cora's other teachers did not mention this learning problem.

You did find, however, that when you consulted Cora's "Cum File" several teachers had commented about her "limited reading ability and readiness skills", her placement in the slowest reading group, and her lack of ability to follow directions. On all Cora's achievement tests, she is several months below the national norm, which puts her almost a year below this school's norm for those tests.

Cora looks to you to be one of those quiet, well-behaved little girls who is never so obtrusive as to get noticed as a behavior problem, and never quite far behind enough to qualify for a special program. She does not call attention to herself, but her teacher has noted some problems anyway.

(Continued on reverse side)

C O P Y

Test of Acquisition of Consultation Skills:
A Fourth Micro-Simulation (Continued)

THE RESOURCE SPECIALIST'S PRIORITIES FOR CORA (Choose one) #4 Side Two

1. You would like very much to work with this fifth grade teacher so that he/she can instruct Cora in the regular classroom, but you want to show how Cora's strengths can be utilized most effectively--her aural comprehension.

2. You are very wary of agreeing to the validity of any theory until you have done some informal observing of Cora yourself. Therefore, your first thought is to observe her during different types of lessons and presentations--some using media and some with teacher demonstration.

3. You appreciate this teacher's desire to keep Cora in his/her class, but you think it very unlikely that Cora will not need the Resource Specialist Program, where she can receive extra intensive help. Still, you want to keep this teacher <u>involved</u> in the process.

C O P Y

Test of Acquisition of Consultation Skills:
A Fourth Micro-Simulation (Continued)

ROLES FOR SIMULATION CONFERENCES #4 Side One

THE FIFTH GRADE TEACHER

You are extremely interested in figuring out how each of your students learns, though you feel there isn't enough time to deal with all students on a strictly individually-tailored basis. You are a strong advocate of individualization via the learning center approach, though you feel this must be balanced by some teacher-centered lessons. You particularly like to use multi-media materials, but you have noted that Cora has trouble learning from lessons where she must attend to two sources of information.

Case History Material on Cora, a fifth grader

You have observed that Cora just doesn't seem to be able to integrate what she sees with what she hears. She has trouble watching films, using multi-media instructional kits, and even listening to guest speakers. When you tested the class on these lessons, you found that Cora got most responses correct that she heard, but made mistakes on material she should have seen.

You think you are on the right track in discovering where Cora's learning problem lies, and you suspect that her reading rate and degree of understanding may be lowered by this problem. You are not too sure of what to do to teach around this problem, and you are curious about what the resource specialist will say about the theory that Cora learns aurally, but not visually.

(Continued on reverse side)

C O P Y

Test of Acquisition of Consultation Skills:
A Fourth Micro-Simulation (Continued)

THE FIFTH GRADE TEACHER'S PRIORITIES FOR CORA #4 Side Two

Choose one of these three to work toward in the simulation conference.

1. You would like to get some feedback from the resource specialist regarding the accuracy of your theory and observations, as well as some idea of what to do about Cora's learning style.

2. You would like some additional assessment done with Cora, either informally by the resource specialist or yourself, or formally by the psychologist. You would like a clear explanation of the educational implications of the testing results.

3. You want to know more about how you could vary your instructional techniques so as to keep Cora in your class, but without hurting the other students.

C O P Y

Situation Reaction Test

Directions: Please read each case and all the items. As you go through the cases, pick out the two best responses under each item. Define best answers as those reponses which you would feel most comfortable with, and most effective with, given the situation and the role of that particular regular class teacher.

The Case of Hank, a second grader

As Hank's second grade teacher, you have been most concerned about his adjustment to school and the possible "cry for help" suggested by his throwing away his homework assignment list before he leaves class every day.

You are about to meet with the resource specialist who works with learning handicapped children (learning disabled and behavior disordered) in your school. You have decided you will talk about both math problems and about behavior problems.

1. You would like to get some extra testing done on Hank, if that would help. You are not interested in just intelligence testing, for Hank seems like a bright child. You ask the resource specialist:

   (a) "Do you have any time to come in to my class, watch all the children, but especially Hank, during his most difficult subject, math. We could share our ideas about what we see after that."

   (b) "Has there never been any testing on this group of second graders which would indicate if any of them are really--disturbed? I think Hank has problems."

   (c) "I want to tell you exactly what I have seen when Hank gets frustrated over his math work. I have been keeping a record of the number of times he teases others, turns over his chair, drops his workbook, and sharpens his pencil. I think you'll agree he does these things all too often to do his work well."

   (d) "I am so glad you could come today! Hank has been really hard to deal with, and I need to talk with someone who can help me find him a class where his behavior can be worked on."

2. The resource specialist states that when pre-elementary school screening was done for early identification of high-risk children

with learning and behavior problems, Hank did not show up as a high risk child. The resource specialist says, "What could be happening in the context of class to upset Hank so much?"

You would like to get away from discussing this possible accusation. You say:

(a) "I'm sure that the pre-elementary school screening <u>does</u> identify a lot of high risk children. But what I want to talk about is how I can help Hank at this time on math and behavior."

(b) "What do you mean, what could be happening in my class to upset <u>Hank</u> so much? As far as I can see, no other child is upset except maybe the ones Hank is teasing."

(c) "I guess something about the class <u>might</u> upset any child, especially a second grader who may be having a hard time getting use to long days, and school routines. However, it seems to me that we need to look at Hank's behavior in math in the context of not only the school, but also of his family and his peer relationships.

(d) "That so-called screening test is only a test, and a child's classroom experiences have got to be more real to him than an interview or paper-and-pencil quickie before he even knows what school is all about. No I don't have much faith in <u>that</u> type of test."

3. The resource specialist suggests that you are the best person to help Hank, as his regular class teacher. She says, "After all, you have the most influence with Hank. I would hate to pull him out of your class without sufficient reason."

You feel you need the help, so you say:

(a) "Well, we may be in agreement that it would not be the most appropriate thing for Hank to be pulled out of my class, say for math help. However, there are the other students for me to think of as well as my own piece of mind on occasion."

(b) "I like the idea of my being the best person to help Hank, but I am not entirely sure I have the time to teach him and 29 other kids. You could send in your aide to work with him."

(c) "I think you are right about my influence with Hank, since he is very attached to me and truly enjoys my approval. However, if you were to 'pull him out' for some kind of work-up on his behavior and math, I'd feel we had more to work on."

(d) "I thought you were supposed to spend 50 percent of your time working directly with kids. Here is a case where I have contacted you, because I need help and your advice is that I am the best person to help Hank? That just doesn't make any sense to me!"

4. The resource specialist states, "We have a problem in that the case load for this school is already up to the quota, legally. I cannot fit Hank in my 50 percent time for working directly with children. There is so much to do, you know. I wish sometimes that all I had to do was work with the kids all day, but I have all kinds of paperwork to do, and committees to attend. I just can't fit Hank in, except by consulting with you about what you can do."

   You are not entirely satisfied with the way special education services are set up, but you think it should be available on an as needed basis. You need to know more about the implications of the above statement for you and for Hank. You ask:

   (a) "Does that mean that the state law won't let you help me by giving Hank some diagnostic math tests? Can the psychologists do that, or could I do that on a day when the kids have a special program?"

   (b) "You do have some time set aside for testing, don't you? I mean what is the purpose of having a 'resource specialist' if you can't use that person as a resource?"

   (c) "I need some clarification on what you just said. Does that mean that your class for the 50 percent time is set for the year, or does it change every week? Maybe you could work Hank in for some diagnostic work next week?"

   (d) "I can't tell you how strongly I feel about getting some help in this case. I would feel very badly telling Hank's parents that we are aware of the problem, and that you and I have discussed it, but you don't have time for their child--wouldn't you?"

5. The resource specialist seems to you to be implying that Hank has more of a behavior problem than a math problem. You feel that the problems go hand-in-hand, and you want that made clear as the basis on which you intend to deal with it. You summarize the conference as she is about to leave:

   (a) "I think we are not going to see quite eye-to-eye on the right program for Hank. I think perhaps we should get the principal to give us a third opinion on this one."

(b) "You know, I will be glad to go on collecting information on Hank's behavior in math class. However, if you were to observe Hank and the rest of the class during math, and then during another subject, I think you would agree with me that math and behavior problems go together for him."

(c) "You seem to feel that Hank's math problem is less important than his behavior problem. I truly believe from my observation that the two go hand-in-hand."

(d) "We don't seem to be quite in agreement about the nature of Hank's problem, but we at least have agreed that some observation needs to be the first step. I think you will find that the math and behavior problems are related."

The Case of Ellen, a fourth grader

As Ellen's fourth grade teacher, you are puzzled by her difficulty in recalling factual material she has read, such as in content areas like history and science. She has no trouble recalling the plots of stories read outside class and in the class reading series. Ellen is not a behavior problem, but you think she is very hesitant to request help even when she is having trouble.

6. Right from the beginning, you want the resource specialist to know that you do not want Ellen taken out of your class. You begin by saying:

(a) "I hope you didn't think that I wanted Ellen put in a special class. It's just that she is having some learning problems she and I need help with."

(b) "In my opinion, Ellen is not like any of the slower learning children I have had in class before. She's really quite bright, and belongs in a regular class, not at all in a special class."

(c) "Ellen has difficulty recalling facts from history and science reading, but has no problem recalling the plots of stories she has read. I'd like to help her through this learning difficulty."

(d) "Ellen might do well with some extra tutoring in certain reading skills in the content areas, but I'm afraid she is far too sensitive to cope with special education students."

7. You halfway suspect that Ellen might be playing a game with you, pretending not to recall factual material. She seems well behaved

but you are concerned that she might be inventing problems to get attention. You would like some assistance in figuring this out, so you say:

(a) "Do you suppose that you could do some testing or just talking with Ellen to help me see where her reading problems end and her need for attention begins? Can you do that, or do I need to ask for a school psychologist?"

(b) "Some children figure that they will only get attention from me if they're struggling with something. Does your job include observing a class to see if that is the case with several children, Ellen among them?"

(c) "Do you think that Ellen might be manipulating me with magnifying this reading problem? That's my hunch."

(d) "Ellen is a very imaginative child who prefers to think of life in terms of stories rather than facts. Do you think she might be imagining that she is more appealing to me when she needs help?"

8. The resource specialist has suggested pulling Ellen out of your class for one period a day for three weeks, if the assessment permission given by her parents comes through and the results indicate she needs extra help. You disagree with Ellen missing any of the regular day program. You say:

(a) "Would it be possible for us to help Ellen after school, or get her a tutor? Maybe even an older student who is good in reading could come to my classroom?"

(b) "You know, I really like the idea of Ellen getting some extra specialized help in your resource program. On the other hand, I think her missing five hours of class per week would leave some new learning gaps."

(c) "Well, we agree on the intensive help in reading, particularly in the content areas, but we don't agree on when or where that should occur. What are some alternatives to pulling her out of my class?"

(d) "Ellen would miss out on so much if she were pulled out of class--she might never catch up! What if we did that with every child who had a little trouble academically? There are others here who do."

9. You've decided that temporarily you should postpone discussion of where remedial reading and diagnosis will occur. You think there is a need for the nature of the reading problem to be clarified. You say:

   (a) "We may well have a hard time agreeing on where Ellen should be for reading--we come from such differing backgrounds! I just think what's wrong with her reading will straighten out in the class she's in now."

   (b) "Perhaps we should just forget the resource room for a minute and figure out what Ellen can't do."

   (c) "Let's agree to disagree on placement or location for the time being. I'd like to get back to how I can help her in the context of my class."

   (d) "At least we agree that some specific skills help is the answer, not a separate special class. What can be done in the regular classroom, and what can be done in the resource room?"

10. You decide that it would be useful to explore several different solutions to the reading problem Ellen has demonstrated. You want to stay a key decision-maker in the process so you can help keep Ellen from getting lost among the various programs. To convey that message, you say:

   (a) "Does the special education resource specialist always carry the responsibility for a case? I don't think Ellen's parents would like that."

   (b) "When you observe Ellen in class, you can tell she needs attention from a key adult. I believe I am a significant person to her--my praise means something to her. I would hate to lose that special relationship."

   (c) "We could together find a variety of solutions. I don't intend to see Ellen end up on a waiting list for testing, then placement. If we both check around, I think we could avoid Ellen losing time. Meanwhile, her educational program is my responsibility."

   (d) "You know, Ellen really needs to know what we cover in this class. I don't mind having your help, but I feel strongly that she will benefit from staying in the regular program. I want her to see herself as a member of my class."

The Case of Ted, a sixth grader

As Ted's sixth grade teacher, you have the opinion that Ted is having a block against writing, both creative writing and expository writing. He just doesn't get fired up about a project the entire class seems to enjoy. This is very disappointing to you, for writing is a major component of your sixth grade program, and you have done advanced study in the teaching of writing skills. Ted is quite an interesting child, very involved in Ham Radio operating, Scouting, and ecology projects in the community.

He seems to have a lot to write about, but he would much rather talk. When he turns in anything at all, it is maybe a few sentences that aren't even sentences. Once you told the class to show a portrait in writing of an important guest speaker: Ted drew a cartoon of a tin can. You wonder why you haven't gotten through to this kid.

11. Now that the special education resource specialist is coming to confer with you, you feel a little embarrassed that you, with considerable background in Creative Writing, have had to ask for help. You say to the resource specialist:

    (a) "I hesitated to ask you to come talk about Ted's writing. After all, I am the Creative Writing 'expert' in this school...but I thought you might have some helpful ideas."

    (b) "You know, usually people in this school come to me for help in improving their writing programs. I feel funny, because I'm used to being in the helping role."

    (c) "Have you ever worked on writing 'disability,' if it is that? So few people understand what is involved in the teaching of writing skills."

    (d) "There are so many causes of a 'writer's block.' Ted may have a handicap, but he may also be unmotivated or undermotivated. I've found that in my experience teaching writing that one had best consider all possibilities. That's why I called you in."

12. The special education resource specialist offers this: "I've certainly heard around the school how you've helped other teachers with their students' writing problems. Of course you would know how much it can help just to have a new perspective on a problem you're faced with."

    You feel you've been acknowledged as an expert, and feel less embarrassed about acknowledging your own needs. You say:

(a) "I do need to know more about how you would approach a child's writing problem, from a special educator's viewpoint."

(b) "Well, sometimes I'm more effective helping other teachers than solving a problem of my own. An outsider can usually help."

(c) "Ted's difficulty with writing is not new to me--I've seen it with students and never felt very satisfied with the solution I tried. It's frustrating."

(d) "I don't what you to think I believe I am the only teacher who knows how to teach writing in this school. The other teachers make too much of a big deal--besides, we all help each other with different subjects."

13. You want Ted to enjoy writing, but you find watching him struggle, and then get discouraged, painful. You say:

(a) "Do you have any standardized test for special problems in writing and composition?"

(b) "I'd like to find out where the breakdown point is for Ted. I've tried to talk with him quietly, but he won't talk with the other students nearby. Should he see a counselor?

(c) "Ted acts like he's allergic to writing a sentence! Is there some really good way of analyzing what he does write or even the way he talks?"

(d) "Since Ted has slipped so far behind in writing skills, his struggles are painful to watch. What can I do when he blows up, so he can save face in class and stay with us?"

14. The special education resource specialist tells you, "It sounds to me like Ted is very lucky to have a teacher who cares so much about his feelings as well as his academic progress. I can show you how to do certain kinds of analyses of his writing and sentence construction, and so on, but it might be best to work with him individually, both to save his feelings and to get the best look at how he works."

You like the idea of learning how to do some of those work sample analyses, but you doubt that you can find time to work with Ted totally individually. You say:

(a) "I would really enjoy learning that type of analysis of writing, for I'm sure it would be useful with Ted and with other students such as the ones I mentioned."

(b) "I would like to follow up on your offer, and I appreciate your understanding my approach to kids and their writing, but I just don't think my schedule would allow for much individual, one-on-one work."

(c) "Thanks, both for the offer and the kind words. However, I just can't see myself taking Ted aside in the midst of his classmates to work alone with him. Do you have time to do it?"

(d) "I like the idea of the one-on-one work with Ted with me doing the individual work--but do you have any good ideas what I could do with the rest of my class while I do that? Suppose I could do similar one-on-one with all of them though it would take awhile!"

15. You think that the resource specialist may not understand how much effort it takes to even individualize the program for a class of 30 students even to the extent that you have done in your sixth grade writing program. To your statement, "You should try teaching a class of this size individually some time!" To your horror, she replied, "Okay, I'll try it." You quickly say to her:

(a) "I was actually just using that as an expression of feeling--sometimes I feel that I go beyond my call of duty. I don't really intend for you to take my class. Let's get back to what kind of work we will both do with Ted."

(b) "Are you actually interested? I had the distinct feeling that special education specialists would be 'out of their element' with a full-sized regular class. I suppose I was challenging you. Perhaps that might be a once-in-a-while solution while I work with Ted?"

(c) "That was just an expression, you know. However, if it seemed that your working with the class as a group might give you a rough feeling for where they <u>all</u> are in language and writing skills, by all means, let's keep it in mind. I really want to work with the tough cases like Ted myself."

(d) "I wouldn't want you to try, my dear. It is just a fine art to juggle all those individual 'contracts' I have with the students. My substitutes nearly all think I am a fanatic at making work for myself. Perhaps it is best for you to pull Ted out to your resource room, and for me to stay with the larger group. We need to remember where our expertise lies, and not confuse our jobs."

The Case of Cora, a fifth grader

As Cora's fifth grade teacher you have observed that she exhibits extreme difficulty receiving information from more than one source at a time. For example, Cora cannot retain information received both aurally and visually when a film is shown in class, when there is a guest speaker or a demonstration, or when she is using a one-to-one mediated learning kit. You think that she retains information received aurally much better than that information received visually, as shown by her tests based on such dual-modality instruction. You believe this is a valuable clue to Cora's slow reading rate and comprehension problems in reading, but you are not sure what to do with this clue in terms of her education.

You have asked the resource specialist to come in to discuss your theory, and to give you suggestions on instructional strategies. You like tackling problems, and this seems a challenge, but you are new to asking another teacher, regardless of title, to help you.

16. You want to get some feedback on your theory that Cora may be having reading problems for the same reason her retention of material presented aurally and visually is poor. You don't want to tell the resource specialist her business, but you do think you are a good observer. You say:

    (a) "It seems that Cora has a hard time taking in information that is given both aurally and visually at the same time. Probably many other students have this difficulty but I have never noticed it before."

    (b) "Cora doesn't learn the same way most of the other students in my class do--she seems to often look out the window when there is a film, and will recall only what was presented on the audio. I suppose she could be just letting her thoughts wander, but she does this consistently, even when she is interested in the topic at hand. You probably know more about such things."

    (c) "What do you think about these observations I have recorded of her listening and looking behavior over a week's time? I could use your opinion."

    (d) "I thought if you also observed Cora's listening/attending behavior, then we could compare our observations to see what could be done in the regular classroom for her."

17. The resource specialist states that she is very interested in observing her in class, and perhaps at play, if it could be done unobtrusively. However, she thinks that some assessment of how Cora learns would be a great help.

You are interested in such assessment, and want to know more. You ask:

(a) "Does the psychologist have to give these tests?"

(b) "You sound like you think observation and testing need to be done to confirm each other. Are there some assessment instruments that require special equipment and special settings that would tell more than a classroom observation?"

(c) "You want to observe Cora in class and at play! Please tell me what types of different things you would look for during those observations?"

(d) "When I asked the principal to tell me how to get some assessment for Cora, he said I had to see you first. Are you just going to turn it all over, as I was going to, to the school psychologist?"

18. The resource specialist assures you that no one is about to initiate a formal assessment and referral process. She says, "Why, Cora is fortunate to have a teacher who takes such interest and puts such energy to work to help her in the regular class!"

You feel that this statement is a bit of an exaggeration in your praise, and not entirely flattering to the image of the regular class teacher. You would like to think you would do the same with any child...BUT you would really like to get back to the task at hand of problem-solving. You say:

(a) "I appreciate your thinking Cora is so fortunate, but I'm really intrigued by the challenge of finding some new strategies for working with her and with others who may have the same kinds of problems in class."

(b) "Oh, I wouldn't say that--I would do the same with any child--and so would most of the other classroom teachers I know. In this school we really care about these kids."

(c) "My interest and my energy are all well and good--but what I need with your help are some new strategies to teach Cora without neglecting those who can learn from audio-visual material."

(d) "Of course, all my students are important to me, and Cora is a delightful, if puzzling little girl. Cora, and others with learning problems and physical problems really know how to tear your heart out."

19. The resource specialist suggests that Cora may eventually need to receive extra help in the resource room, or perhaps in another special program.

You strongly disagree, because you see Cora as performing near her grade level and being successful with her peers. However, you want to avoid ending the conference on a sour note, so you say:

(a) "Though I'm not sure I could ever agree to Cora going into a special program or even the resource program because of the labelling that might result, I do see your idea of diagnostic work on a one-to-one basis as valuable."

(b) "I hope you're just suggesting one of the alternatives! We will just have to agree to hold off on the resource room until we've explored all the alternatives, don't you think?"

(c) "I hope that the resource room or any special program or Title I Reading or anything like that can be avoided. Don't you think Cora should have the same educational experiences as her other friends?"

(d) "Cora is so happy in this class, even though she is having some learning problems. I would only consider a special program as the last resort, though I'm sure you are an excellent teacher. I just hate to 'quit' on any of my children."

20. You would prefer, now that contact has been established, to wait until the resource specialist has done some informal observing of Cora, so that you will both be talking about a real child, not an abstract concept. You want to provide a way for both you and the resource specialist to end the conference on a positive note, or at least avoid an impasse before the data is in. You say:

(a) "I really think that we can't agree 'til we have both had the experience I have had of observing Cora. Shall we wait to talk after you observe her during reading groups?

(b) "It will be much easier to come to some type of conclusion or compromise on what we shall recommend once you have had an opportunity to observe her. We don't have to solve everything today--but we made a start!"

(c) "We both have some work cut out for us. I'm going to try out some different learning materials with Cora and compare the results to the mediated kits' results. Once you've observed her, we could meet again and compare our ideas."

(d) "Cora is a great kid...she really deserves the best... I'm sure we can keep her in class and out of special education programs, together."

Regular Teacher Data Form for In-school Variables

1. How many contacts have you had with parents concerning an identified Learning Handicapped Child (a child in the Resource Specialist Program) in the months of April, May and June?

	April	May	June
Conferences			
Other contacts (phone, informal talk, notes to home, etc.			

2. How many contacts have you had with the Resource Specialist regarding a child identified as Learning Handicapped and in the RSP Program, or a child suspected of having learning handicap?

	April	May	June
Conferences (such as SAT meeting for planning the Individual Education Program or IEP)			
Other contacts (pass in the Hall, talk in teachers' lounge, before or after another meeting, etc.)			

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Resource Specialist Data Sheet

Teacher	Number of Informal Contacts with Regular Teacher (talks in hall, or teacher's lounge, etc.)	Number of SAT/Annual Review Which Teacher Attended or Contributed Information to Individual Education Program (IEP	Number of Formal Referrals req. for Sp. Ed. Assessment & Placement by Teacher	Number of Informal Requests for Assistance, Information on Program for Child Not in RSP Who is Having Problems

APPENDIX C

TRAINING AND APPLICATION MATERIALS

C O P Y

Triad-Rehearsal Materials

Side One

Specific Training in Consultation of Communication Skills

We are going to hear examples and then practice each of the consultation/communication skills that follow.

These are the steps to be used:

1. A definition will be given aloud, which you can also read on the card.

2. Sample conversations between two people will be played on a cassette tape to give specific ideas about how to use the skill described in the definition.

3. We will then use a triad or three-way training technique to practice each of the verbal skills on a given topic.

4. Following the three-way practice on each skill, we will begin the three simulations, each on a different child.

5. The fourth simulation is a "test" which will be recorded on a cassette tape, and numbered.

6. The next step is to complete the pencil-and-paper instrument, The Situation Reaction Test. This will take about one-half hour.

C O P Y Triad-Rehearsal Materials: Practicing the Skills

Side Two

The Triad or Three-way Techniques for Practicing the Skills

1. There are three people involved: Person A is the speaker

   Person B is the responder

   Person C is the observer

2. The teacher/participant will start out as A, the speaker, the assistant will start out as B, the responder, and the experimenter will start out as C, the observer.

3. The next phase will require the participant to be the responder, B, the experimenter to be the speaker, A, and the assistant to be the observer, C.

4. The third phase will require the participant to be the observer, C, the assistant to be the speaker, A, and the experimenter to be the responder, B.

5. The speaker always makes a statement about a given topic; the responder always practices the target skill in response to the speaker; the observer always listens to the responder and then comments on what was done correctly for round one and what could be improved for round two.

C O P Y Triad-Rehearsal Materials: Feedback

Side One

FEEDBACK is the first verbal communication skill to be concentrated on.

FEEDBACK: Checking back with the other person in the conversation that one has understood what has been said. Feedback is similar to reflecting what one has heard. Feedback includes verbatim repetition, paraphrasing with the acknowledgement that these are not the exact words the other person used, and traditional "active listening" (i.e., what I hear you saying is that you are concerned about his tardiness").

--Here is an example of FEEDBACK on the cassette tape.

--Turn the card over for directions on the triad practice of this skill.

C O P Y Triad-Rehearsal Materials: Feedback, Rounds One and Two

FEEDBACK — Side Two

Round One

Person A, the speaker makes a statement about the unit most preferred in teaching, and the unit least preferred.

Person B, the responder, gives FEEDBACK.

Person C, the observer, keeps time to two minutes, and reports what was done well.

Round Two

Person A, the speaker, makes a statement about a favorite leisure activity.

Person B, the responder, gives FEEDBACK.

Person C, the observer, keeps time to two minutes, and reports what could be improved.

--For each of these rounds, there is a three-way rotation, so that all three people take on all three roles in each round. In other words, each round, each person must play the speaker, the responder and the observer.

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C O P Y

Triad-Rehearsal Materials:
Clarifying/Information-gathering Questions

Side One

CLARIFYING/INFORMATION-GATHERING QUESTIONS is the second verbal communication skill to be concentrated on.

Clarifying/Information-gathering Questions: Asking the other person to expand on a statement, picking up on a clue or an underlying current in the other's conversation, and gathering new information to get the other person's unique point of view and/or facts this person alone may know.

--Here is an example of CLARIFYING/INFORMATION-GATHERING QUESTIONS on the cassette tape.

--Turn the card over for directions on the triad practice of this skill.

C O P Y

Triad-Rehearsal Materials:
Clarifying/Information-gathering Questions,
Rounds One and Two

Side Two

CLARIFYING/INFORMATION-GATHERING QUESTIONS

Round One

Person A, the speaker, makes a statement about the last time she/he dined out.

Person B, the responder, asks CLARIFYING/INFORMATION-GATHERING QUESTIONS.

Person C, the observer, keeps time and reports what was done well.

Round Two

Person A, the speaker makes a statement describing the last movie seen.

Person B, the responder asks CLARIFYING/INFORMATION-GATHERING QUESTIONS.

Person C, the observer, keeps time and reports what could be improved.

--Each of the rounds uses a three-way rotation so that each person plays all roles.

C O P Y

Triad-Rehearsal Materials: Refocusing

Side One

REFOCUSING is the third verbal communication skill to be concentrated on.

Refocusing: Acknowledging an emotional comment, appeal or response, then moving on to apply that to a task which will result in a constructive solution to the problem at hand. Refocusing requires the redirecting of feelings to a task-orientation.

--Here is an example of REFOCUSING on the cassette tape.

--Turn the card over for directions on the triad practice of this skill.

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C O P Y Triad-Rehearsal Materials: Refocusing, Rounds One and Two

REFOCUSING Side Two

Round One

Person A, the speaker, makes a statement about her/his reaction to the rising food prices as noticed in most recent shopping.

Person B, the responder, REFOCUSES.

Person C, the observer, keeps time to two minutes and reports what was done well.

Round Two

Person A, the speaker, describes how she/he would feel if a lay-off notice had just been received.

Person B, the responder, REFOCUSES.

Person C, the observer, keeps time to two minutes and reports what could be improved.

--Each of the rounds uses a three-way rotation so that each person plays each of the roles.

C O P Y

Triad-Rehearsal Materials: Consensus Statements

Side One

CONSENSUS STATEMENTS are the fourth skill to be concentrated on.

Consensus statements: Stating or summarizing at the end of a conversation or at intervals in a conversation what points are agreed upon, and what points are not agreed upon but are acknowledged as differences.

--Here is an example of CONSENSUS STATEMENTS on the cassette tape.

--Turn the card over for directions on the triad practice of this skill.

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C O P Y

Triad-Rehearsal Materials: Consensus Statements, Rounds One and Two

CONSENSUS STATEMENTS — Side Two

Round One

Person A, the speaker, thinks nuclear power plants should be shut down.

Person B, the responder disagrees, but makes a CONSENSUS STATEMENT.

Person C, the observer, keeps two minute time, and reports what was done well.

Round Two

Person A, the speaker, says, "This child cannot be in my class since he can't do the work."

Person B, the responder, disagrees; makes CONSENSUS STATEMENT.

Person C, the observer, keeps two minute time, and reports what could be improved.

--Each of the rounds uses a three-way rotation so that each person plays each role.

C O P Y

Triad-Rehearsal Materials:
Providing a Comfortable Retreat

Side One

PROVIDING A COMFORTABLE RETREAT is the fifth verbal skill to be concentrated on.

Providing a Comfortable Retreat: allowing the other person or oneself to change viewpoints or to modify viewpoints by suggesting in the course of a conversation a range of views, and not defining for the other person what view should be subscribed to.

--Here is an example of PROVIDING A COMFORTABLE RETREAT on the cassette.

--Turn the card over for directions on the triad practice for this skill.

C O P Y

Triad-Rehearsal Materials:
Providing a Comfortable Retreat,
Rounds One and Two

PROVIDING A COMFORTABLE RETREAT — Side Two

Round One

Person A, the speaker, takes a strong position (pro or con) on the mainstreaming of learning handicapped children.

Person B, the responder, PROVIDES A COMFORTABLE RETREAT.

Person C, the observer, keeps two minute time and reports on what was done well.

Round Two

Person A, the speaker, states, "This child cannot be in my class because he can't do the work!"

Person B, the responder, PROVIDES A COMFORTABLE RETREAT.

Person C, the observer, keeps two minute time and reports on what could be improved.

--Each of the rounds uses a three-way rotation so that each person plays all of the roles.

C O P Y

Triad-Rehearsal Materials:
Circumventing an Impasse

Side One

CIRCUMVENTING AN IMPASSE is the sixth verbal skill to be concentrated on.

Circumventing an Impasse: Recognizing that certain topics are not areas where compromises can be reached easily, acknowledging these areas, and agreeing to tackle other topics as alternatives so the conversation need not be terminated.

--Here is an example of CIRCUMVENTING AN IMPASSE on the cassette tape.

--Turn the card over for directions on the triad practice of this skill.

C O P Y

Triad-Rehearsal Materials:
Circumventing an Impasse,
Rounds One and Two

Side Two

CIRCUMVENTING AN IMPASSE

Round One

Person A, the speaker, thinks nuclear power plants should be shut down.

Person B, the responder disagrees, but CIRCUMVENTS THE IMPASSE.

Person C, the observer, keeps two minute time, and reports on what was done well.

Round Two

Person A, the speaker, thinks Johnny, a learning handicapped child, should stay in the regular classroom all but one hour of the day.

Person B, the responder, disagrees, but CIRCUMVENTS THE IMPASSE.

Person C, the observer, keeps two minute time, and reports on what could be improved.

--Each of these rounds uses a three-way rotation so that all players take all of the roles.

C O P Y

CONSULTATION SKILLS DEFINITIONS

Consultation skills are social and verbal problem-solving skills. The six verbal behaviors defined below are the ones which this project concentrates on.

Feedback: Checking back with the other person in the conversation that one has understood what has been said. Feedback is similar to reflecting what one has heard. Feedback includes verbatim repetition, paraphrasing with the acknowledgement that these are not the other's exact words, and traditional "active listening" (i.e., what I heard you saying is that you are concerned with his tardiness).

Clarifying/Information-gathering Questions: Asking the other person to expand upon a statement, picking up on a clue or an underlying current in the other's conversation, and gathering new information to get the other person's unique point of view and/or facts this person alone may know.

Refocusing: Acknowledging an emotional comment, appeal or response, then moving on to apply that to a task which will result in a constructive solution of the problem. Refocusing requires the re-directing of feelings to a task-orientation.

Consensus Statements: Stating or summarizing at the end of a conversation or at intervals in a conversation what

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points are agreed upon, and what points are not agreed upon but are acknowledged as differences.

Providing a Comfortable Retreat: Allowing the other person or one's self to change viewpoints or to modify viewpoints by suggesting in the course of the conversation a range of views, and not defining for the other person what view should be subscribed to.

Circumventing an Impasse: Recognizing that certain topics are not areas where compromises can be reached easily, acknowledging those areas, and agreeing to tackle other topics as alternatives so the conversation need not be terminated.

C O P Y

RULES FOR MICRO-SIMULATIONS

1. Neither the regular class teacher nor the resource specialist can remove the child from the regular class for special education placement. All you can decide together is whether the child needs evaluation, class adjustments or modifications, or observation in the context of the class.

2. Remember the regular teacher went to the principal in good faith to refer the child with learning problems or behavior problems. The regular teacher found it was necessary according to law to try to work out ways of keeping that child in the classroom.

3. The regular teacher and the resource specialist do not know one another well; each is an "unknown quantity" to the other.

4. The regular teacher's list of priorities for each child is based on several months' observation and work with that child, parent conferences, and informal talks with the child's teacher from last year.

5. The resource specialist's list of priorities is based on previous group and individual test data, the cum folder and the school nurse's record. These sources of information are different from the regular teacher's, but no more important.

6. Each player is to begin by choosing one of the priorities from the list of priorities as the starting point in the conversation. These priorities are the goals desired, which may have to be modified. Each player is determined not to end up with the entire responsibility for the child in question.

7. Both players are interested in how the child interacts with peers, and with academic and behavioral progress.

8. The two players have only ten minutes today for each of the simulation conferences. They must think of it as a time to decide what will be negotiated as a temporary plan of action.

9. Each player must choose one priority which is of the most immediate concern, since the time is so brief. Each player must decide what the person whose role is being assumed would choose as top priority.

C O P Y

CRITERIA FOR ENDING SIMULATION CONFERENCES

1. Each player has requested and offered one strategy that will help solve the most obvious problem the child has within the classroom.

2. Each player has compromised one original view on what to do for the child.

3. Each player has accepted one strategy of the other player.

C O P Y

Micro-simulation One

ROLES FOR THE SIMULATION CONFERENCES #1 Side One

THE SECOND GRADE TEACHER

You have been teaching at this elementary school for four years, though the first year you taught first grade. You are used to anxious parents like Hank's, who become concerned when a child does not learn something immediately. You have also worked with many "problem" children before, but few quite so volatile as Hank.

Case History Material on Hank, a second grader

You have observed that Hank has been throwing out his homework assignments paper before going out the classroom door. His mother reports that he threw away a workbook you let him take home. His parents seem very anxious that their son do well in school; sometimes their backing seems pushy. Hank is very clever at working out the logic in science word problems, daily living, and measurement, etc.

When it comes to arithmetic, it is a different story. He has refused in the last few weeks to hand in his homework problems or classwork. He abruptly stopped volunteering in arithmetic class. He has even crumpled up several worksheets so you couldn't record his score. He gets angry with his friends when they compare scores in math.

(Continued on reverse side)

THE SECOND GRADE TEACHER'S PRIORITIES FOR HANK Side Two

Choose one out of these three to work toward in the simulation conference.

1. You would like to find out if you are correct in thinking Hank's math problem and his behavior problem go hand-in-hand. You want more math testing diagnosis and some observation of his behavior by the resource specialist.

2. You are getting very anxious about the way Hank acts out his anger during math time. You feel it is making him the butt of class jokes. You are afraid of giving him too much extra help during class, for you don't want to label him in front of his peers. The resource specialist should do extra teaching with Hank.

3. You are most concerned that the other children in the class are going to lose out academically if Hank continues to act out in class. However, much of the time, you feel he just doesn't belong in a regular classroom where he must compete with others. You think he belongs in a special education program.

RESOURCE SPECIALIST #1 Side One

Case History Material on Hank, a second grader

You have noted that Hank's standardized first grade achievement tests show no difficulty in reading, science, or study habits. He was above grade in all areas, except math, where he was just slightly below grade level by two months.

The nurse gave you a copy of his health record: he has no hearing or vision problems, and he has had all his shots. On the eye test, there was a margin note about his having read the first line on the Snellen Eye Chart backwards, "for fun," he said. Hank was out for one and one-half weeks in the last quarter of first grade, for a virus infection.

(Continued on reverse side)

C O P Y

Micro-simulation One (Continued)

THE RESOURCE SPECIALIST'S PRIORITIES FOR HANK — Side Two

Choose one of these three for the simulation conference as your goal.

1. You think that perhaps some diagnostic math testing would be in order for Hank. However, you don't want the regular teacher to think you are going to take over the responsibility for Hank entirely.

2. You think that since Hank has been able to work and play with his classmates in the past, there must be a problem in the classroom environment, in his classmates' reaction to his behavior, or in the teacher's reaction to him. You want to help the teacher solve the problem within the regular class program. You feel the two of you can come up with some good ideas together.

3. You think it is altogether too early to consider a special education program for Hank, or even a referral. You want to give Hank's teacher a sense of perspective, to show that the problem can be solved by drawing on his/her own strong teaching skills. Hank's problems are not as severe as they might be, and you feel he can probably make it in the regular class program.

C O P Y

Micro-simulation Two

ROLES FOR THE SIMULATION CONFERENCES #2 Side One

THE FOURTH GRADE TEACHER

You have been teaching a total of three years, two at this school, and one at another school in the same district. Your special area of interest is science, and you have worked to have a strong "reading in the content areas" approach in your classroom. You have found Ellen not a problem at all behaviorally: she is quiet and very eager to please.

Case History Material on Ellen, a fourth grader

You have worked with a lot of different reading problems, but Ellen's is unusual. Ellen is very good at recalling the plot line of a story in games and exercises, but as soon as you began with the "History: Reading for Content" Unit you developed, Ellen began having trouble reading and recalling information. You find it unusual because she can recite the entire line of what happened during an event if it is described to her aloud, but if she reads about it and is questioned, she finds it very difficult to recall the most basic details.

She is not a behavior problem, unless being so polite you don't raise your hand to ask for help, or for an explanation, is a problem.

(Continued on reverse side)

THE RESOURCE SPECIALIST'S PRIORITIES FOR TED #3 Side Two

Choose one of these three to work toward in the simulation conference.

1. You want the regular teacher to know that you've heard good things about his/her writing classes, especially from other students. However, you don't want to sound condescending while letting the teacher see you think there is a lot to work with right there to help Ted with his writing difficulties.

2. You want to let the regular teacher know you don't think you could come close to his/her work in teaching creative writing, but you do see Ted as having a problem with the syntax of written language. That kind of problem is one you could help with.

3. You need to find out if the regular teacher has noticed if Ted speaks the same way he writes, without regard for syntax, and in broken sentences. You want the teacher to know that you may have to call in a speech teacher to help analyze his speech patterns.

GROUP B: VIDEOTAPED MODELS SIMULATION TRAINING PRACTICING THE CONSULTATION SKILLS

For each of the six skills defined: Feedback, Clarifying/Information-gathering Questions, Refocusing, Consensus Statements, Providing a Comfortable Retreat, and Circumventing an Impasse, we will follow these steps:

1. Read/review the definition.
2. An example will be played on a cassette tape of each skill.
3. Brief discussion/clarification.
4. Practice applying the consultation skill in this way:

   A. In groups of three or four, we will each in turn take the roles of

      --the speaker, who makes a statement

      --the responder, who demonstrates the skill in response to the speaker

      --the observer, who evaluates the responder's demonstration of the skill.

   B. The topics to use when demonstrating the consultation skills are the following:

      --Feedback: the unit you most prefer to teach; your favorite leisure activity (non-school)

      --Clarifying/information-gathering questions: the last time you dined out; the last movie you saw

      --Refocusing: your reaction to rising food prices; how you would feel about a lay-off notice

      --Consensus statements: your opinion about nuclear power plants; a very difficult child to teach or work with in any way in class

Practicing the Consultation Skills (Continued)

C O P Y

--Providing a comfortable retreat: make a statement you think the responder will disagree with on mainstreaming children with learning disabilities or handicaps; busing

--Circumventing an impasse: same topics as Consensus statements.

THE FOURTH GRADE TEACHER'S PRIORITIES FOR ELLEN #2 Side Two

Choose one of these three to work toward in the simulation conference.

1. You would like to figure out why Ellen doesn't recall factual material. You halfway suspect she is playing a game with you, except that she is so well behaved.

2. You think that Ellen's problem could be just a gap in concepts on the essential elements of a factual account. But you think both she and you would be embarrassed to teach her these concepts right in front of everyone else.

3. You would like to keep Ellen in your class; you just don't think special education would be good for her. Maybe for a rowdy boy, or for a child who just has no comprehension, but not for Ellen.

RESOURCE SPECIALIST #2 Side One

Case History Material on Ellen, a fourth grader

You see that Ellen's achievement tests show a very uneven performance in reading, but she always finished enough of the test to score high enough that she was not qualified for any special reading program.

At the end of second grade, Ellen's teacher had written some comments about Ellen having trouble with factual material, but being very good at recalling plots of stories read in class and outside on her own. That note made you think that Ellen must enjoy reading if she reads outside stories not assigned to her. The second grade teacher had also written that she hoped Ellen would broaden her field of reading interest.

Earlier teachers had reported that Ellen was painfully shy, but animated when telling a story.

A copy of her most recent CTBS in reading revealed that she skipped around analytic questions, sticking to more straightforward questions.

(Continued on reverse side)

THE RESOURCE SPECIALIST'S PRIORITIES FOR ELLEN #2 Side Two

Choose one of these three to work toward in the simulation conference.

1. You think this teacher is really fond of Ellen, maybe so much that she/he doesn't want to see the child is having a reading comprehension problem.

2. You would like to work with Ellen in the classroom she is used to, perhaps with some other children who have some difficulty with the who, what, when, where and why of factual material.

3. You would like to encourage the teacher's desire to continue to work with Ellen, but you want to see Ellen get some extra help, perhaps from you in the Resource Specialist Program if the assessment suggests she qualifies, or the reading teacher if she does not need the Resource Specialist Program.

ROLES FOR THE SIMULATION CONFERENCES #3 Side One

THE SIXTH GRADE TEACHER

You have been teaching three years here and have also taught creative writing with an ESEA special project for two years. It mystifies you that Ted is totally non-plussed by the excitement of his classmates in composition and writing stories. He turns in next to nothing, though his peers tease him about his laziness. You have a Master's Degree in English, with a specialization in creative writing.

Case History Material on Ted, a sixth grader

You feel that Ted is having a "block" against writing both his own stories from imagination, and compositions related to material learned in class. He just doesn't get fired up about a project the entire class enjoyed. It disappoints you, for he is an interesting child who is very involved in Boy Scouts, Ham Radio operating with his dad, and ecology projects in the community. He has a lot to write about, but he would much rather talk.

When he turns in anything, it is usually a few sentences that aren't even sentences. Once you told the class to show an event in writing of great importance. Ted drew a cartoon of a tin can as a class guest speaker. When he writes, he never uses complete sentences, which he should have learned by now.

(Continued on reverse side)

THE SIXTH GRADE TEACHER'S PRIORITIES FOR TED #3 Side Two

Choose one out of these three to work toward in the simulation conference.

1. You would like Ted to first of all, like writing. You hate seeing him so disdainful, so uninterested.

2. You would like to figure out some way that you could be responsible for most of Ted's experience writing, since this is a major feature of your class. Still, he exasperates you.

3. You are not sure the resource specialist really understands the teaching of writing. She is, after all, a specialist in working with the handicapped. You don't see Ted as handicapped, rather as unmotivated. Plus, the art of writing is an area where you are a specialist. You don't mind working with her, however.

C O P Y

Micro-simulation Three (Continued)

RESOURCE SPECIALIST #3

Side One

Case History Material on Ted, a sixth grader

You have test data that shows when Ted was in first grade, his teacher had a very hard time teaching him his letters. He almost seemed to draw them instead of writing them easily. The psychologist tested him on visual-motor skills, but decided there was nothing wrong, and that Ted was not developmentally delayed.

Since then, Ted had been in a reading class on a pull-out basis for a year and a half. However, the reading teacher found he read well, and fought to have him returned to the regular class for reading instruction.

Ted's writing sample, an assigned essay on Ham Radios, suggests that he has trouble with language itself, particularly its syntax. He seems to have no idea of grammar. You think some specific instruction in written language is in order. Further, you want to know if he speaks as ungrammatically as he writes. If so, he may have a speech problem, and then you would want to bring in the speech teacher.

You want to hear what his sixth grade teacher thinks, for you know she has a lot of background in teaching writing.

(Continued on reverse side)